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ABSTRACT

This K-12 curriculum guide is designed to assist local school districts in facilitating individual career development and achievement. The first of five parts provides a rationale for career education, suggestions on how to get teachers involved, and suggestions concerning appropriate personnel to be included in local career education curriculum workshops. The second part provides several models to help clarify the interaction of the self and the world of work; the self involved in career exploration, planning, and preparation; and how this interaction, together with informed decision-making, results in a meaningful life and emerging career. It includes a listing of twenty-two concepts, together with a scope-and-sequence model suggesting appropriate grade groupings for introducing, developing, and emphasizing each concept. The third part discusses various local approaches for integrating career education with existing curriculum, and the fourth lists over 350 objectives, stated as learner outcomes, related to the twenty-two concepts. The fifth section provides a few examples of how local staffs can add their own ideas for activities, resources, and evaluation to the concepts and learner outcomes in the state guide. (CT)

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K-12 GUIDE FOR INTEGRATING CAREER EDUCATION WITH LOCAL CURRICULUM

Based on original 1971 K-12 Guide for Integrating Career Development into Local Curriculum.

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SPECIAL NOTE: To provide additional copies of the 1971 guide for out-of-state distribution, arrangements were made for a paper back edition to be published by the Charles A. Jones Publishing Company. Harry Drier, Editor of the guide and former Supervisor of Guidance and Counseling with the Wisconsin Department of Public Instruction, forwarded royalities earned from that publication to a special Wisconsin Department of Public Instruction account for the purpose of furthering the development, testing, and implementation of career education in Wisconsin.

FORWARD FOR ORIGINAL 1971 GUIDE

This guide for the integration of career development into the local curriculum has been prepared to assist local school personnel develop and implement a sound based and well coordinated career development program in Wisconsin schools for all students. It is hoped that this guide will be useful in determining the process of career development as well as in assisting local schools in the construction and implementation of a comprehensive program within their present instructional programs.

The guide resulted from the work of a study committee composed of counselor educators, school counselors, administrators, vocational coordinators and supervisory personnel as well as Department of Public Instruction consultants. These committee members were selected because of their extensive background and experience in the area of career development. Many have also been instrumental in developing local programs in the past and indicated an interest in implementing a comprehensive K-12 integrated program in the future.

The committee's efforts were directed toward the production of a framework and organization strategy to help local committees develop and implement an integrated curriculum for career development. It is hoped that the guide will serve as a sound field tested base from which local schools will be able to construct truly comprehensive, coordinated and integrated career development experiences for all Wisconsin school youth.

To the many educators who have worked so zealously in the preparation and field testing of this guide, the Wisconsin Department of Public Instruction is deeply grateful.

WILLIAM C. KAHL
STATE SUPERINTENDENT

FOREWARD FOR 1978 REVISION

Wisconsin's original K-12 Guide for Integrating Career Development Into Local Curriculum, was used as a model guide in a national training conference for career education conducted for the U.S. Office of Education in St. Louis, Missouri, by the University of Missouri-Columbia in January, 1972. It has since served as a model for other states as they developed their own guides for career education.

The first guide also served as the basis for the development of many local career education curriculum guides throughout Wisconsin where they added to the concepts and general objectives in the state guide their own objectives, learning activities, resource persons and/or materials, desired outcomes, and methods of evaluation.

While the original guide had a positive impact on both the state and nation, it has long been in need of revision to bring into focus all components of career education as a means of facilitating achievement and individual career development and to eliminate role stereotyping of which we were not so aware at the time the first guide was written.

We trust this revised guide will be of even greater assistance to local school districts as they plan, implement, and integrate career education with their guidance and instructional programs.

BARBARA THOMPSON
STATE SUPERINTENDENT

PURPOSE OF 1971 GUIDE

The primary purpose of these Guidelines for Integrating Career Development Into Local School Curriculum (K-12) is to serve as a tool to assist local schools in Wisconsin in achieving a prime goal, the goal of systemizing the career development experiences of all students and to insure that all teachers, in all subject areas carryout their important roles in this process. As this goal is carried through, each student will have formulated a career development plan based upon well founded knowledges of self, world or work and the process of planning and preparing for entry into adult life.

This guide is to be viewed as just that, a guide or guiding tool for local school staff. It becomes quite apparent to any reader that the listed general objectives, as an example, touch only parts of the goals which they are to transport. The study committee gave only examples of objectives to stimulate the imagination of local personnel. The intelligent application of the printed materials by local school professionals in their own unique settings serving a particular population is required for the design and implementation of a meaningful program of career development.

PURPOSE OF 1978 GUIDE

One purpose of the 1978 publication is to update the original guide and to bring into focus all components of career education as a means of facilitating individual career development and achievement. Another purpose is to attempt to eliminate role stereotyping of which the writers were not so aware at the time the original guide was written.

RELATIONSHIP TO STATE PLAN FOR CAREER EDUCATION

The Wisconsin State Plan for Career Education has been published in five volumes: (1) Introduction, (2) State Level Plans, (3) Guidelines for Local Plans, (4) Resources, and (5) Evaluation. (See abstracts in Appendix.) It is a planning document, whereas this curriculum guide will assist local school districts in the integration of career education with the ongoing curriculum as one means of implementing their local plans for career education. Both publications are based on the following definition agreed to by the Joint Task Force for Developing a State Plan for Career Education and the State Advisory Committee for Career Education.

DEFINITION: Career Education is a guidance and instructional strategy aimed at improving educational outcomes by relating teaching, counseling, and learning experiences to life and the world of work. It relies on the integration of career development concepts with the curriculum of all subjects, it blends academic and vocational experiences, and it requires the cooperation and collaboration of the home and the community as major components of the learning environment. In scope, career education encompasses educational experiences beginning in early childhood and continuing throughout life. Career education involves individuals in activities designed to develop awareness of self and the world of work as well as an understanding or our political and economic systems. It includes orientation to occupations, exploration of selected clusters, career planning and decision making, career preparation and placement. In essence, career education prepares individuals to live effective lives and to engage in meaningful, satisfying, paid and/or unpaid work in harmony with themselves, with others, and with their environment.

PREFACE

This K-12 Guide for Integrating Career Education with Local Curriculum is divided into five parts. The first part provides a rationale for career education, suggestions on how to get teachers involved, and suggestions concerning appropriate personnel to be included in local career education curriculum workshops. A second part provides several models to help clarify the interaction of self understanding; understanding of the world of work; and career exploration, planning, and preparation; and how this interaction, together with informed decision making, results in a meaningful life and emerging career. It includes a listing of 22 concepts together with a scope and sequence model suggesting appropriate grade groupings for introducing, developing, and emphasizing each concept.

The third part discusses various local approaches for integrating career education with existing curriculum, and a fourth part lists over 350 objectives, stated as learner outcomes, related to the 22 concepts. The fifth section provides a few examples of how local staffs can add their own ideas for activities, resources, and evaluation to the concepts and learner outcomes in the state guide.

CHANGES INCORPORATED IN 1978 GUIDE

1. Stereotypic illustrations have been replaced on cover and removed from rest of guide.

2. Material on history of career education in Wisconsin, human and material resources, and evaluation have been removed since these topics are now covered in the Wisconsin State Plan for Career Education.

3. The remaining narrative has been edited to eliminate stereotypic language.

4. Flexibility has been increased in the scope and sequence model on page 6.

5. Five concepts have been added on page 6 to more adequately cover the exploration, preparation, and placement components of career education, and the importance of leisure pursuits. In addition, one of the original concepts has been divided into two. Thus, there are now 22 concepts instead of 16.

6. The graphic "Career Development Model" has been renamed "Career Education Model for Career Development" on page 7, and an attempt has been made to clarify its meaning through editing and the addition of a summary statement.

7. The few general objectives listed under each concept at appropriate grade levels have been replaced with several "learner outcomes" to help clarify the potential results of integrating these concepts with the curriculum.

8. A few concise examples of local implementation replace the one more detailed example of concept expansion included in the original guide.

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I. IMPLEMENTATION OF CAREER EDUCATION

Rationale for Developing and Implementing Career Education. (Edited excerpt from 1971 Guide.)

EDITOR'S NOTE: Since this rationale was written in 1971, much progress has been made in creating school and community awareness of the need for career education. Over fifty Wisconsin communities have published one or more local curriculum guides based on the original state guide. Many summer workshops have been held throughout the state to orient participants to career education and produce the local curriculum guides listed in the appendix. Some have taken ideas from guides developed by others and written them directly into their lesson plans. It is estimated that approximately 60% of Wisconsin's school districts are incorporating career education strategies to some degree in their guidance and instructional programs. Many have found that career education has helped to motivate and improve individual achievement as well as facilitate individual career development. While many of the problems outlined in 1971 are still present in some school districts, others have made outstanding progress in alleviating them.

Our youth face a difficult task in conceptualizing their place in the complex world of work. This problem needs to be addressed through staff orientation and inservice activities. Orientation should emphasize that students leaving our schools must be better equipped with well-ordered education, training, career plans, and job competencies to compete in an ever-changing, technological work society. Many school districts have found, through local assessment, that sufficient efforts have not been made in instructional, guidance, and counseling activities, to meet the career development needs of their children and youth.

It is critical for staff to understand that career education is an educational strategy that can enhance the teaching of any subject. Implementing a comprehensive career education approach will require an integrated, systematized, and developmental program from grades K through 12. Methods should be employed to help staff see the need for incorporating Self, World of Work, and Career Exploration, Planning, and Preparation information and experiences into the content of the total curriculum. This will call for a concerted effort on the part of all to develop mini units or activities and/or identify learning activities already in the curriculum that can be enhanced by the integration of one or more career development concepts. It will also call for group and individual guidance and counseling programs to assist each student identify with "self" and his/her place in the work society.

Persons responsible for program direction may face many obstacles in their attepmt to excercise leadership. In the past,* only a few administrators and school staffs organized and integrated adequate career guidance programs in their schools. All too often career development responsibilities, if identified at all, were assigned to the guidance department. Career development programs were viewed by administrators and teachers as the counselor's responsibility, and not really related to instruction. Thus, career development activities found their way into only a few classrooms.*

Counselors have not been adequstely prepared in the past to function in this area and thus have given it a low priority.* When guidance is viewed as a service aside from instruction, it becomes difficult to convince teachers that they have a mutual role to play in the career development process of students. A "you guide and I'll teach" posture has made it difficult to

*Prior to 1971. Much progress has been made since then. See note above.

mount a coordinated effort. This approach must change before it will be possible for youth to receive relevant educational experience that will enable them to pursue career plans compatible with their capabilities.

Encouraging Teachers to Accept Their Roles and Responsibilities in the Career Development of Children and Youth. (Edited excerpt form 1971 Guide.)

To encourage acceptance of career education as a means of improving achievement and facilitating individual career development, teachers must be helped to realize that many of the things they already do in the classroom contribute to the career development of their students. The career development process needs high level coordination to insure that what is done at each grade level is sequential. Career education, as a developmentally planned program, demands planning on the part of all staff so that concepts are implemented in a logical and sequential fashion.

The need for unique competencies for career education should be clarified for teachers. These competencies should relate to where and when certain concepts and objectives should be introduced, developed and emphasized. Through this process teachers will identify many new ways of including career development concepts in their grade and/or subject areas. Other important factors should be considered. For example, leaders can:

1. Provide an orientation to the total scope and sequence of career education as well as teachers' appropriate roles.

2. Clearly identify the workshop product to be developed, the purpose of the product, and the extent of participant's tasks.

3. Provide a flexible workshop and follow-up program which will meet the needs of individual teachers as they attempt to integrate career education with their instructional programs.

4. Indicate the kinds of assistance, support and encouragement (financial, etc.) that will be provided not only during the workshop but for the periods of implementation.

5. Identify effective ways of communicating to teachers the idea that integrating career development concepts with their subjects will give them more relevance and more meaning to the learners.

6. Explain how helpers can be utilized to assist the teachers in their task (counselors, parents, community personnel, agency personnel, para-professionals, etc.).

7. Emphasize that their invitation to participate in the workshop was the result of a careful selection process (positive!) and that their expertise will be utilized in the future.

8. Provide motivation through financial rewards and/or college credit for workshop participation.

9. Indicate, to the extent possible, how media and other resources will be made available to staff for implementation. Teachers and students can develop many of their own resource materials.

Who Should be Represented in a Local Career Education Workshop? (Edited excerpt from 1971 Guide.)

In planning for a workshop to integrate career education with local curriculum, one should consider various factors, from the initial workshop design through programs acceptance, implementation and supervision. With this in mind the following criteria might be considered in choosing a workshop staff:

A. Leader Identification - Identify a person to assume the responsibility of the workshop. This can be a supervisor of curriculum development, a counselor, a vocational education coordinator, or an interested teacher. If a leader does not emerge in the system and you will accept outside leadership, the Department of Public Instruction has prepared a group of career development trainers in various school districts who can be hired on contract. The names of the trainers can be found in the State Study Committee section of this guide. Other names can be obtained by contacting the Bureau for Pupil Services and the Bureau for Career and Manpower Development at the Department of Public Instruction.

B. Small Task Force Leaders - In order to manage staff resources available for the workshop and provide a method of breaking up work responsibilities, small groups can be formed. These groups can be structured around grade clusters (K-3, 4-6,7-9, 10-12) or by subject areas. The workshop leader and the small task force leaders can form a workshop steering committee to insure coordination.

C. Teachers - With the philosophy that career education can be integrated with the total local school curriculum, it is apparent that the teacher is a key person. In the process of identifying teachers, one can look for possible change agents who might be receptive to integrating career education with their classroom activities. Teachers from all grade levels with backgrounds and strengths in various disciplines will be necessary.

D. Administrators - It will be vital for successful implementation of career education strategies to have key decision makers in on the ground floor. For this reason administrators from central offices and building principals at all school levels should be involved on at least a half time basis.

E. Students - One resource that might be overlooked is the consumer of career education. It has been demonstrated in past workshops that students can serve well as full-time staff members or periodic reactors to content.

F. Community - There is a need to have advice from persons in community work settings that students are preparing to enter. In an advisory capacity, key community resource persons can add to content and aid in staff orientation. Hopefully, many of the activities identified in the local model will take place in the community. For this reason we need a core of community support for successful program implementation.

See table on next page for possible workshop staffing.

POSSIBLE WORKSHOP STAFFING*
(With approximately 25 full-time and several part-time participants)

Full Time Staff Positions	K - 3	4 - 6	7 - 9	10 - 12
Counselors	← - - →	1	1	1
Teachers (Special Ed. Included)	4	3	1	5
Social Workers	← - - - - - - - - - - →			1
Psychologist	← - - - - - - - - - - →			1
Curriculum Specialist	← - - - -	1	- - - -	→ 1
LVEC	← - - - - - - - - - - →			1
Administrator	← - - - -	1	- - - -	→ 1
Possible Part-time Participants				
Audio Visual Aids Specialist	← - - - - - - - - - - →			1
Supervisors (Department of Public Instruction)	← - - - - - - - - - - →			?
Librarians	← - - - -	1	- - - -	→ 1
Employment Service Personnel	← - - - - - - - - - - →			1
Students			1	1
Vocational and Technical Education Personnel (Post Secondary)	← - - - - - - - - - - →			?
Administrators (Also Central Office)	← - - - -	1	- - - -	→ 1
Counselor & Teacher Educators	← - - - - - - - - - - →			?
Community Resources Persons	← - - - -	1	- - - -	→ 1

* College credit for this kind of curriculum development effort may serve as an incentive in attracting key people.

II. Helpful Models

The Wisconsin K-12 Guide for Integrating Career Education with Local Curriculum is based on 22 basic career development concepts which are listed with a scope and sequence model on the following page. The career education model which follows on page 7 resulted when it was found that the 22 concepts selected could be organized under three general headings:

1. Understanding of self (i.e. understanding of self in relation to others and one's environment).

2. Understanding of the world of work(i.e., its nature and structure, and individual psychological factors which impinge upon it).

3. Career exploration, planning and preparation (including factors such as education and training, the development of information gathering skills, and the influence of family, peers, and the community).

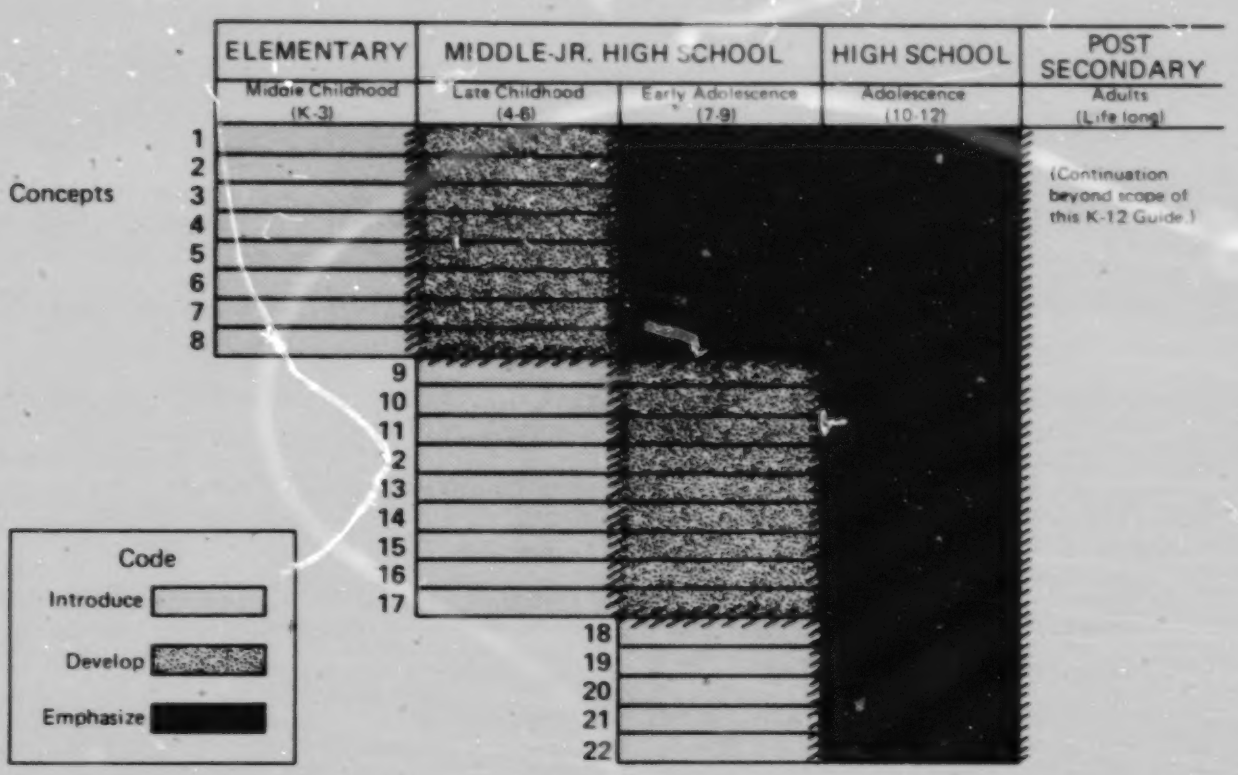
The career education model for career development also shows how these components are interrelated and how they, together with informed decision-making, can result in a meaningful life and emerging career.

The three models which follow further delineate the components of (1) self, (2) world of work, and (3) career, exploration, planning, and preparation.

Possible learner outcomes related to each concept are listed on pages 17-74.

Editor's Note: Pages 6-14 are all edited excerpts from original guide.

SCOPE AND SEQUENCE MODEL FOR CAREER DEVELOPMENT CONCEPTS*

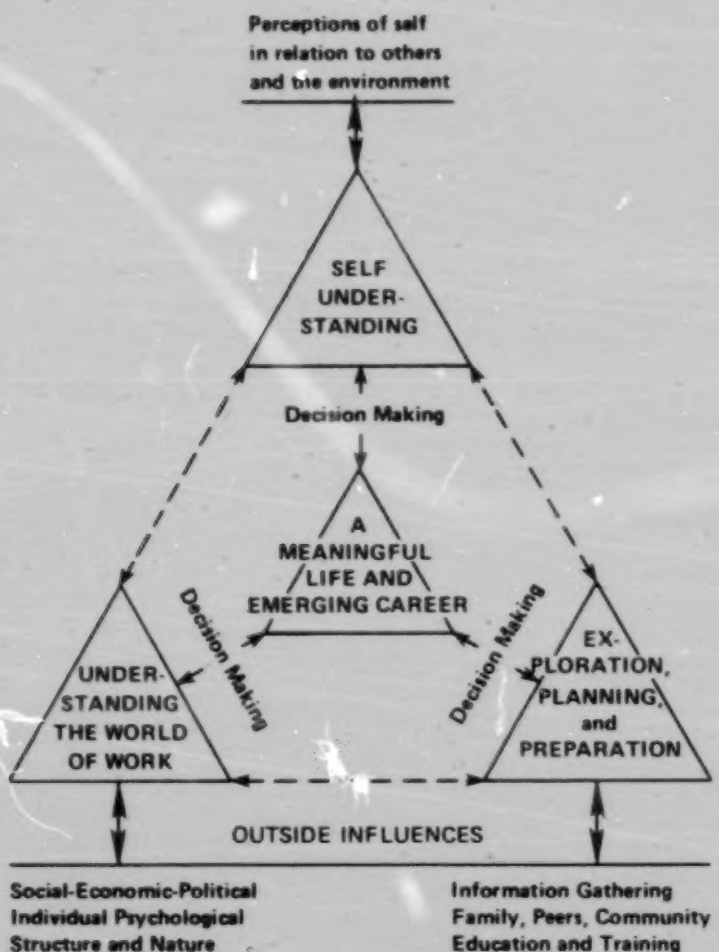


*NOTE: *This model encourages flexibility and is subject to learner readiness and continuing research.*

CAREER DEVELOPMENT CONCEPTS

1. An understanding and acceptance of self and others is important throughout life.
2. Individuals differ in their interests, abilities, attitudes, and values.
3. Persons need to be recognized as having dignity and worth.
4. Occupations exist for a purpose.
5. There is a wide variety of occupations.
6. Occupations may be classified in several ways such as by industry or by tasks and/or services performed.
7. Work means different things to different people.
8. Education and work are often interrelated.
9. Individuals can learn to perform adequately in a variety of occupations.
10. Job specialization creates interdependency.
11. Various groups and institutions influence the nature and structure of work.
12. Occupations and life styles are often interrelated.
13. Environment and individual potential interact to influence career development.
14. Career development requires a continuous and sequential series of choices.
15. Occupational supply and demand have an impact on career planning.
16. Leisure and avocational pursuits can complement one's work as a means of self expression.
17. Preparation for and success in paid or unpaid work provides motivation and self confidence in further endeavors.
18. Individuals are responsible for their career planning.
19. Exploration of occupations provides information on which to base vocational and educational decisions.
20. Preparation for a cluster of occupations as well as an entry level job enhances one's adaptability in the job market.
21. There are identifiable attitudes and behaviors which can help one obtain and be successful on a job.
22. Job characteristics and individuals must be flexible in a changing society.

CAREER EDUCATION MODEL FOR CAREER DEVELOPMENT

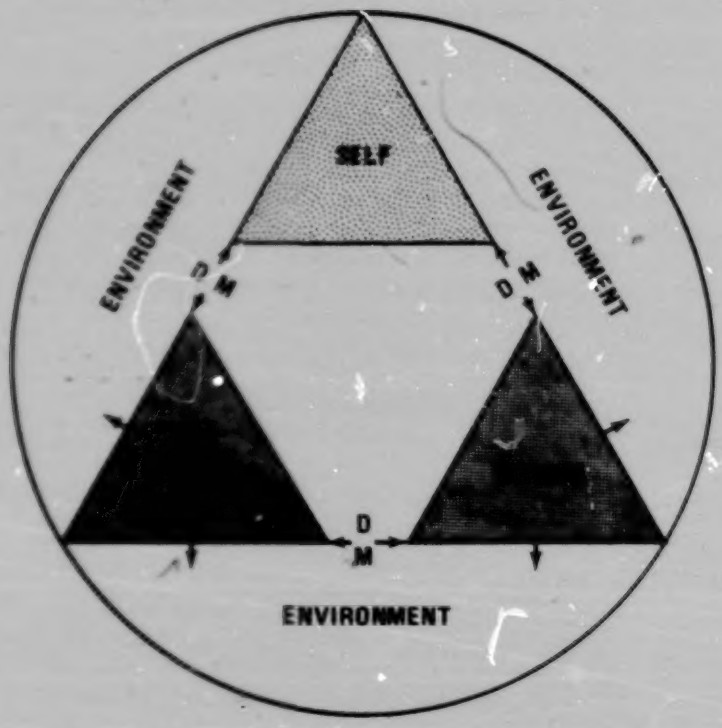


This model shows the interaction of self understanding, understanding of the world or work, and career exploration, planning, and preparation; and how this interaction, together with informed decision making, results in a meaningful life and emerging career.

SELF

The Career Education Model for Career Development views SELF or SELF-UNDERSTANDING as a process in which an individual internalizes personal perceptions of his/her characteristics - how others perceive him/her in the surrounding environment. This component of the guide deals with what and how individuals think about themselves - their attitudes, feelings, perceptions and evaluation of themselves. SELF is then the individual's own frame of reference. How individuals view themselves is determined by their relationship with their environment. Through the career education efforts of educators, students will receive sufficient counsel and guidance to increase their knowledge, acceptance and affirmation of what and how they think about themselves.

Vital to the acceptance and usefulness of programs emerging from this model is the ability and willingness of educators and parents to provide continuing assistance to students' efforts to know, accept and affirm understanding of themselves and the world of work. Students will vary in their ability to structure their self-concept in a positive way. This makes the task of educators and parents more complex but not impossible. No matter at what level the individual is perceived, placing him/her increasingly in touch with "SELF" is important and represents a sound concept for public education.



SELF—How we perceive our many individual characteristics in relation to others within our physical and social environments (DM = Decision Making)

SELF

	Self	Individual Characteristics	Others	Environment
K-3	Develop an awareness of possible disagreement between one's own perceptions and those of others	Develop an awareness of one's abilities	Differentiate self from others	Develop an awareness of one's environment
4-6	Begin to develop an understanding of those disagreements that exist	Explore one's abilities	Describe how one resembles and differs from others	Explore the environment
7-9	Attempt to eliminate discrepancies	Relate one's abilities to career planning	Understand why people are unique	Relate self to the environment
10-12	Attempt to bring together discrepancies between real and perceived self	Formulate career expectations that are consistent with abilities	Accept uniqueness of individuals (including self)	Test one's role in the environment

WORLD OF WORK

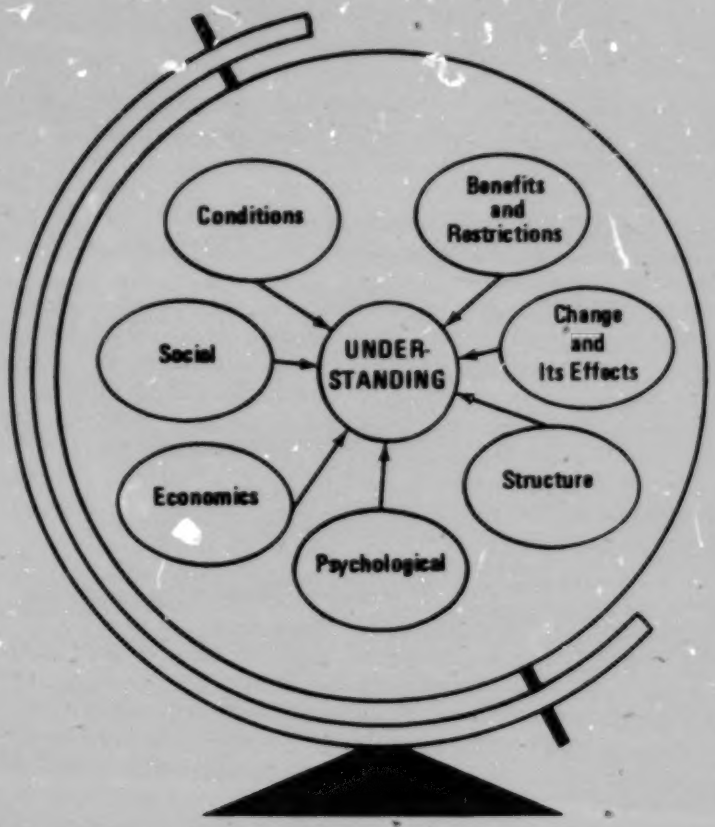
During their lifetime, probably one half of the children now in school will be employed in occupations that are non existent today. Therefore, instead of emphasis being placed upon an existing occupation, more attention should be devoted to understanding the world of work, attitudes toward work, and recognition of the need for continued occupational growth. Emphasis should also be placed on the fact that realization of potential requires continuous growth. Additionally, society operates within an economic atmosphere that affects each individual and his/her opportunities. Individuals should become aware that entry into many career areas may require taking an initial "low level" entry job in order to become eligible for promotion into their intended career. Economic conditions not only influence one's food, shelter, and clothing but also one's educational setting, occupational life, and leisure and self-expression activities. Because of the fact that economic conditions affect each person in many ways, it is important that economic information be provided as well as occupational information.

In the 20th Century, scientific discoveries have greatly affected the world of work. Scientific discoveries and their applications in industry and business technology have changed organizational functions and tasks, and thus have changed the nature of the world of work. As industries change, so do personnel needs. The number and kinds of new jobs created are large, but also a large number of jobs are discontinued as a result of scientific discoveries.

The composition of the labor force has changed as the demand for workers in goods producing industries has decreased and the demand for workers in service industries has increased. Moreover, occupational requirements have changed in favor of jobs needing more education and training. Education then needs to change toward helping individuals gain the kinds of skills and attitudes needed to find jobs that will assist them in finding fulfillment of self. At the same time, individuals need to see the relationship of the specific job in which they are interested to a family of jobs into which they may move in the future.

Changing Role of Work in Life of Individual

Work must be perceived as being an integral part of self expression and self realization. Work should be regarded as an opportunity for expression, growth and development. If work is to be viewed as an expression of oneself and if one is ever changing, then one's job and probably one's occupation should change -- maybe more frequently during some periods of life than in other stages of development. Perhaps the frame of reference should be one in which the normal development of an ever-maturing individual includes a succession of jobs during the course of his/her lifetime in which each job contributes to growth and self improvement in preparation for the next.



WORLD OF WORK FACTORS

WORLD OF WORK

	Nature of Work	Nature of Occupations	Work Values	Change and Effects
K-3	Develop an awareness that work exists for a purpose	Develop an awareness that occupations differ	Develop an awareness that people work to meet many different needs	Develop an awareness that change affects work
4-6	Develop an understanding of purposes	Develop an understanding of differences	Develop an understanding of how work meets needs	Develop an understanding that change is continous
7-9	Engage in exploring, ranking, valuing of purposes	Explore occupations within clusters	Explore the relationship between work and individual needs	Experience change through simulation
10-12	Affirm one's own purposes	Make tentative occupational choice	Determine tentative work life style	Provide for changes in life style

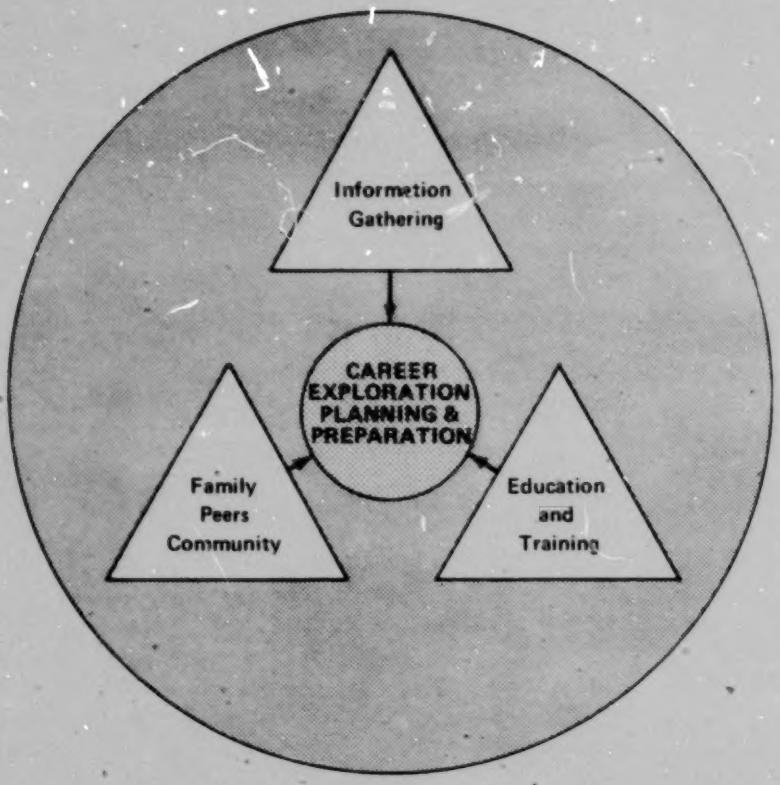
CAREER EXPLORATION, PLANNING, AND PREPARATION

Career Exploration, Planning and Preparation is an information gathering and decision making process. Personalized information is essential for one's growth and development. This necessitates making the information available when the individual is ready rather than at the convenience of the provider of information. The information process extends over a life time as the individual utilizes information pertinent to areas of his/her concern and at a depth that has meaning to him/her. Information should serve the purpose of keeping the individual abreast of changes; but, even more important, it can also help him/her be prepared for change. The individual is in a constant state of change and development. This development of the individual occurs in all areas -- the educational, the occupational, the personal and the social. The developmental approach calls for the collecting and utilizing of information sequentially by individuals over an extended period of time. Their state of readiness and their desired purpose are crucial. Decision making at each stage of development may be regarded as the end result of acquiring and processing information.

Recent occupational changes in America require new skills, techniques and knowledge. Certain occupations are being replaced with new ones and workers are being retrained for new roles. Education and training are major factors in determining job opportunities. The rate of change in new jobs and new machines is governed to some extent by the rate workers can be educated or retrained. An industry cannot afford to install new machines nor create new jobs at a faster pace than individuals can be educated. The educational potential (including training) of available individuals is a major determinant of the rapidity of change for each business or industry. Therefore, education is becoming more of a determinant of occupations than occupations are of education. The education possessed by individuals, their potentials, and their willingness to obtain more education may be a key to their occupational maturity, or lack of it, throughout life.

Career Education - A Vehcile for Studying the Future

Since today's elementary and secondary students will be conducting their economic life in the 21st Century, infusion of career education into the curriculum can include study and discussion of the needs of the future, how these needs will be met with new occupations, the kind of competencies that will be needed in various work roles of the future, and the kinds of opportunities that will be available.



CAREER EXPLORATION, PLANNING, & PREPARATION

	Information Gathering	Family	Peers	Community	Education and Training
K-3	Begin to develop an awareness of the world of work	Develop an awareness that one's family influences one's values and attitudes	Develop an awareness that one's friends influence one's attitudes and values	Develop an awareness of the community	Develop an awareness that different workers do different things with different skills and tools
4-6	Develop an awareness that information on the world of work is available and where to obtain it	Realize what positive or negative family influences are being applied	Realize that friends have an impact on decision making	Begin to identify some of the elements in one's environment that are having impact on one's decision making	Realize that occupational competency requirements influence the kind and degree of one's educational preparation
7-9	Develop an awareness of a system for the collection and use of occupational information and develop occupational research skills	Understand family expectations and how these might affect decisions	Gain ability to screen information offered from friends	Understand community influences and prepare to deal with their impact	Understand the necessity for obtaining employability skills and where to obtain these skills
10-12	Understand employment trends and identify tentative career objectives based upon accurate and pertinent occupational and self information	Evaluate the critical role one's family plays in structuring values and attitudes toward one's career plans	Realize how various individuals can assist one in career planning and preparation	Recognize that career choice could be influenced by opportunities in one's community	Know where and how to apply for a job

A MEANINGFUL LIFE AND AN EMERGING CAREER

> Each individual is an emerging, becoming, physical and psychological being different from any other. He/she lives in a world composed of people, affected by economic conditions, and influenced by societal changes. People seek their own identity, strive for self-actualization, search for other person(s) with whom to share life, and seek opportunities of self-expression. "Information about himself and the existing and possible social environment(s) becomes essential for an individual to approach fulfillment of his potential or to expand his horizons."[1]

Since the individual is constantly emerging, he/she must constantly be experiencing and making decisions based upon a developing self concept. In our democratic society the emerging self expands horizons, develops to the fullest potential, and utilizes capabilities in weighing alternatives so as to bring about self enhancement and social improvement. In so doing, each emerging self becomes different from all other individuals. The goals and aspirations of one period in development will give rise to the new goals and new aspirations of another period.

Change for the individual is essential, but the change has to take place in a setting that fosters growth and that encourages reorientation for self congruence. One's self concept is primarily learned from others. Once having achieved congruence, the individual may be secure enough to try another change. Each change produces growth and increases one's total dimension; thus receptiveness to new experiences and knowledge can be increased.

Individuals, as dynamic living organisms, are confronted constantly with decisions. In order that one may make the best decisions possible, one must consider all of the pertinent information available. From the voluminous information available today, one must learn how to select the information needed and integrate it into his/her decision making processes.

At various points along the individual's career development process, especially at the critical time of exiting our schools, he/she must possess the self security of identifying with a definite next step in his/her career development. No matter if students want to enter the work world at age 18 or decide to go on to higher levels of education or training they should be prepared to make this transition or adjustment. An emerging career identity in this context means that with the aid of the school staff, one can positively identify with an occupational area and possess competencies, or plan on gaining additional competencies to assure a smooth entry into the work society.

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[1]Hollis & Hollis, p. 313

III. INTEGRATION OF CAREER EDUCATION WITH LOCAL CURRICULUM

This K-12 Guide for Integrating Career Education with Local Curriculum is intended to be just a guide. It recommends 22 basic concepts that can be introduced, developed, and emphasized at appropriate grade levels and suggests various learner outcomes related to these concepts. It leaves it up to local school staffs to develop their own career education curriculum by adding to the concepts and desired learner outcomes their own ideas for learning activities, required resources, and methods of evaluation. Two companion documents entitled "Wisconsin Career Guidance Model" and "Career Guidance Resource Manual" can also serve as helpful resources for program implementation.

One effective method of integrating career education with existing curriculum is to provide workshop time to write career education activities related to desired learner outcomes directly into the curriculum for each discipline and/or grade level when it is first written, or as it is being revised or updated. The following section which lists possible learner outcomes related to each concept will provide many ideas for workshop participants.

Another approach has been to provide workshop time to develop separate career education curriculum guides with recommendations concerning grade level and disciplines in which suggested activities could be integrated with the existing curriculum. (See listing of local guides on pages 93-97.)

Some districts have taken the next logical step of providing time for staff to transfer activities contained in their career education guide, or guides from other districts, into their daily or weekly lesson plans. A few have chosen to print career activities on 3" x 5" index cards and file them by various components of career education in desk top file boxes for easy access to teachers.

Several districts have provided workshop time for staff development of local resource materials needed to carry out desired activities.

Pages 75 - 90 provide a few examples of how local personnel can expand on the concepts and learner outcomes found in the state guide by adding their own ideas concerning activities in certain grade levels and disciplines, required resources, and methods of evaluation. It should be noted that each concept and/or learner outcomes can be introduced, developed, or emphasized through several different activities. Likewise, the same activity may relate to more than one concept and/or learner outcome.

SELF UNDERSTANDING

(IN RELATION TO OTHERS AND THE ENVIRONMENT)

IV

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group A. SELF UNDERSTANDING

Group B. UNDERSTANDING THE WORLD OF WORK

Group C. CAREER EXPLORATION, DECISION MAKING, AND PLANNING

Group D. CAREER PREPARATION AND PLACEMENT

IMPORTANT TO NOTE!

This section is not to be read in the same manner as the rest of the narrative in this guide. Its intent is to provide a foundation for the integration of career education with local curriculum by suggesting several concepts and possible learner outcomes which can result from introducing, developing, and emphasizing each concept through appropriate activities at different grade levels.

Although some may wish to observe how learner outcomes differ with maturity by reading horizontally across the four columns, the primary focus for each educator will be the column pertaining to the grade grouping with which he or she is working.

It should also be noted that, even when reading within a grade grouping, some concepts appear within more than one grouping, and similar outcomes with only slight differences may be listed under more than one concept due to their interrelationships.

Likewise, when developing local curriculum by adding activities, resources, and methods of evaluation to the concepts and learner outcomes in the state guide, workshop participants will find that some activities will be applicable to more than one concept. (See examples of local implementation on pages 75-90)

Many aids and instruments for evaluation are discussed in Volume V of the Wisconsin State Plan for Career Education.

Group A

SELF UNDERSTANDING (in relation to others and the environment).

Concepts related primarily to self understanding that can be introduced in K-3, developed in 4-6, and emphasized in 7-12:

1. An understanding and acceptance of self and others is important throughout life.
2. Individuals differ in their interests, abilities, attitudes, and values.
3. Persons need to be recognized as having dignity and worth.
7. Work means different things to different people. *

Concepts related primarily to self understanding that can be introduced in 4-6, developed in 7-9, and emphasized in 10-12:

13. Environment and individual potential interact to influence career development. **
16. Leisure and avocational pursuits can complement one's work as a means of self expression. **

* Also related to understanding the world of work.
** Also related to exploration, decision making, and planning.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group A. Self Understanding (in relation to others and the environment).

Concept 1. An understanding and acceptance of self and others is important throughout life.

Primary

INTRODUCING this concept in grades K-3 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. demonstrate a basic understanding of their importance as individuals and as group members.

b. recognize their developing skills.

c. demonstrate an awareness of their strengths and increase their self confidence.

d. demonstrate positive attitudes toward themselves and others.

e. demonstrate an awareness that different people have different abilities.

f. recognize their interests and how they resemble or differ from others.

g. demonstrate ability to cooperate with others.

h. demonstrate a basic understanding that growing older requires the acceptance of more responsibilty, including responsibility for their own behavior.

Intermediate

DEVELOPING this concept in grades 4, 5/6 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. demonstrate greater awareness of themselves as individuals and how they relate to other individuals in society.

b. demonstrate greater awareness of their physical, intellectual, social, and emotional characteristics.

c. recognize acceptable behavior within peer groups.

d. recognize acceptable and nonacceptable behavior in making friends.

e. demonstrate greater awareness of their interests and aptitudes and how they resemble and differ from others.

f. appreciate and respect individual differences.

g. appreciate and respect the dignity and worth of every individual.

Middle or
Junior High School

EMPHASIZING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize the need for continuous self appraisal concerning abilities, interests, attitudes, and values.

b. organize self appraisal information into categories of strengths and limitations as an aid to self direction and career planning.

c. demonstrate an awareness of the continous interaction between one's self knowledge and self acceptance and one's overall development.

d. demonstrate an understanding concerning social and environmental factors which affect their personal development and the development of others.

e. demonstrate sensitivity concerning others.

f. demonstrate how understanding of and cooperation with others are essential in many life roles.

g. identify characteristics necessary to obtain and keep a job, in addition to specific skills.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. observe that there is often a direct relationship between one's perceptions of self and one's occupational choice.

b. realistically assess their interests and abilities; their physical, intellectual, and social assets and limitations; and their personal traits, needs, and values as they relate to leisure and occupational pursuits.

c. organize their thoughts concerning their strengths and limitations.

d. formulate career expectations consistent with their physical, intellectual, social, and emotional attributes.

e. demonstrate interpersonal skills which will contribute to obtaining, holding, and advancing in their chosen occupation.

f. recognize that a good self concept gives one greater ability to try new things, and to meet and get along with others; and it enables one to develop a secure and stable view of the future.

g. accept responsibility for self direction.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group A. Self Understanding (in relation to others and the environment).

Concept 2. Individuals differ in their interests, abilities, attitudes, and values.

Primary

INTRODUCING this concept in grades K-3 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. observe that they differ from one another in certain physical, intellectual, and social characteristics.

b. identify some of their interests and abilities.

c. note that different people have different interests and abilities.

d. note ways in which they resemble as well as differ from each other.

Intermediate

DEVELOPING this concept in grades 4, 5/6 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. more clearly define their interests and abilities.

b. understand some of their personal attitudes, needs and values.

c. recognize the uniqueness and importance of each individual.

d. appreciate and accept each other's uniqueness.

e. begin relating their personal attributes to various hobbies and other activities in and out of school.

Middle or
Junior High School

EMPHASIZING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. identify some of their interests, abilities, aptitudes, attitudes, needs and values; and their physical and intellectual strengths and limitations.

b. recognize interests, abilities, attitudes and values of others.

c. differentiate between interests, abilities, aptitudes, attitudes, traits, needs, and values of themselves and others, and to accept and tolerate their similarities and differences.

d. continue testing their interests and aptitudes in various activities, in and out of school.

e. begin relating their personal attributes to various adult avocational and vocational pursuits.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. confirm their interests and aptitudes through elective courses and extra-curricular activities in school and through paid or unpaid work experience or other community activities.

b. develop realistic perceptions of their interests, abilities, aptitudes, attitudes, traits, needs, and values; and their physical and intellectual strengths and limitations.

c. evalnate and relate their physical, intellectual, social and emotional characteristics to several adult roles in paid or unpaid work or leisure pursuits.

d. observe that one's view of life is derived from one's personal value system.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group A. Self Understanding (in relation to others and the environment).

Concept 3. Persons need to be recognized as having dignity and worth.

Primary

INTRODUCING this concept in grades K-3 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize their importance as individuals and as members of groups.

b. demonstrate a positive attitude toward themselves and others.

c. recognize and appreciate the importance and worth of every individual.

d. develop abilities to cooperate with others.

Intermediate

DEVELOPING this concept in grades 4, 5/6 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. appreciate and respect individual differences.

b. appreciate and respect the dignity and worth of every individual, including those of different races or ethnic backgrounds.

c. take pride in their work and products of their work.

d. provide positive reinforcements to each other through communicating approval of and/or appreciation for each other's accomplishments.

e. recognize the importance of sharing time and talents with others.

Middle or
Junior High School

EMPHASIZING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. identify ways in which personal unique interests and abilities can enhance personal dignity and worth.

b. outwardly recognize and give credit for each other's achievements as a means of contributing to their feeling of worth.

c. recognize that all people have the potential to contribute to society through paid or unpaid work.

d. recognize that contributions to society through work roles enhances one's feelings of dignity and worth.

e. give examples of personal satisfaction resulting from work well done.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize that people can bring dignity and worth to whatever work they do.

b. recognize that people have a right to choose an occupation and should respect each other's choices.

c. recognize that successful accomplishments in school or in one's place of employment contributes to one's feelings of dignity and worth.

d. recognize the importance of each worker's contribution in the world of work to an end product or service.

e. observe the satisfaction from achievement and personal recognition derived by workers in occupations under personal consideration.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group A. Self Understanding (in relation to others and the environment).

Concept 7. Work means different things to different people. *

Primary

INTRODUCING this concept in grades K-3 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize the importance of work in the lives of people they know.

b. recognize the importance of work in their community.

c. recognize that work can provide both personal and financial rewards.

Intermediate

DEVELOPING this concept in grades 4, 5/6 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. demonstrate an understanding and appreciation for the importance of work in the lives of all individuals, as a source of satisfaction and feeling of worth, and as a possible means of self expression.

b. recognize that paid or unpaid work results in benefits to oneself and to others.

c. demonstrate a desire to work for personal satisfaction and independence.

d. demonstrate concern for the quality of their work, in or out of school.

e. recognize that most work provides an income with which to support oneself and one's family.

f. demonstrate an understanding of wages and prices paid for goods and services.

g. recognize that much work is done without pay, such as community service work and work in the home.

h. observe that different people perceive the status of various careers differently.

* Also in group B.

Middle or Junior High School

EMPHASIZING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize the need to experience personal satisfaction from accomplishments.

b. recognize that attitudes toward work are formed from various sources, such as family socio-economic level and background, sex, level of education and maturity, work experience, peer group attitudes, and attitudes of one's culture.

c. demonstrate a positive attitude toward all individuals working and enjoying the fruits of their labor, regardless of sex, race, religion, or socio-economic status.

d. recognize the consequences of not working.

e. recognize that, for some, work is primarily a means to earn money to enjoy life off the job.

f. recognize that, for some, work may be the most absorbing and rewarding part of their lives.

g. observe that it takes resources such as labor and materials to produce goods and services.

h. identify working conditions related to various careers, such as time requirements, duties, responsibilities, physical conditions, etc.

i. recognize that leisure activities can complement one's work as a means of self expression.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize that working is a basic human need.

b. recognize that, for some, work can be their greatest source of personal satisfaction.

c. understand how people can satisfy personal and social needs as well as material and financial needs through their work.

d. recognize that one's occupation may influence leisure activities and life styles.

e. recognize that different kinds of work appeal to different kinds of people.

f. recognize that various kinds of work require different kinds of interests, abilities, temperments, physical demands, working conditions, and training.

g. identify various mental, emotional, social, and stress factors related to various occupations.

h. recognize that job characteristics such as hours, environment, co-workers, benefits, location, advancement opportunities, and pay all play an important role in career selection in relation to individual needs and values.

i. identify and evaluate non-financial rewards related to careers.

j. demonstrate a positive attitude toward putting in a day's work for a day's pay.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group A. Self Understanding (in relation to others and the environment).

Concept 13. Environment and individual potential interact to influence career development.*

Primary	Intermediate
	INTRODUCING this concept in grades 4, 5/6 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES. Students should be able to: a. observe some of the many environmental elements which may affect their career development such as the natural resources in their geographical area. b. note some of their own assets and limitations.

* Also in group C.

Middle or Junior High School

EMPHASIZING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize the need to experience personal satisfaction from accomplishments.

b. recognize that attitudes toward work are formed from various sources, such as family socio-economic level and background, sex, level of education and maturity, work experience, peer group attitudes, and attitudes of one's culture.

c. demonstrate a positive attitude toward all individuals working and enjoying the fruits of their labor, regardless of sex, race, religion, or socio-economic status.

d. recognize the consequences of not working.

e. recognize that, for some, work is primarily a means to earn money to enjoy life off the job.

f. recognize that, for some, work may be the most absorbing and rewarding part of their lives.

g. observe that it takes resources such as labor and materials to produce goods and services.

h. identify working conditions related to various careers, such as time requirements, duties, responsibilities, physical conditions, etc.

i. recognize that leisure activities can complement one's work as a means of self expression.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize that working is a basic human need.

b. recognize that, for some, work can be their greatest source of personal satisfaction.

c. understand how people can satisfy personal and social needs as well as material and financial needs through their work.

d. recognize that one's occupation may influence leisure activities and life styles.

e. recognize that different kinds of work appeal to different kinds of people.

f. recognize that various kinds of work require different kinds of interests, abilities, temperments, physical demands, working conditions, and training.

g. identify various mental, emotional, social, and stress factors related to various occupations.

h. recognize that job characteristics such as hours, environment, co-workers, benefits, location, advancement opportunities, and pay all play an important role in career selection in relation to individual needs and values.

i. identify and evaluate non-financial rewards related to careers.

j. demonstrate a positive attitude toward putting in a day's work for a day's pay.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group A. Self Understanding (in relation to others and the environment).

Concept 13. Environment and individual potential interact to influence career development.*

Primary	Intermediate
	INTRODUCING this concept in grades 4, 5/6 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES. Students should be able to: a. observe some of the many environmental elements which may affect their career development such as the natural resources in their geographical area. b. note some of their own assets and limitations.

* Also in group C.

Middle or
Junior High School

DEVELOPING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. identify several environmental influences which may affect their career choices, including peers, family, other significant adults, community, geography, and economic conditions.

b. recognize that environmental changes may affect the attainment of future career goals.

c. identify their interests, abilities, needs, values, traits, and physical assets or limitations.

d. recognize that career choices are based, in part, on individual interests, abilities, needs, values, traits, and physical assets or limitations.

e. relate their individual potentials to environmental factors in making choices.

f. assess their potenital for success at various levels in occupational fields available to them.

High School

EMPHASIZNING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. evaluate and compare career expectations others have for them with their own career expectations.

b. recognize and accept that their career choice may be influenced by job opportunities in their geographical area.

c. recognize that their choice of environment in which to live and/or work will have an impact on their choice of careers.

d. recognize that their individual abilities will determine, in part, their level of attainment in a chosen career field.

e. demonstrate familiarity with the supply and demand for workers in occupational areas under consideration.

f. demonstrate familiarity with working conditions related to occupations under consideration.

g. demonstrate familiarity with requirements of occupations under consideration, such as abilities, interests, temperments, physical demands and training.

h. identify personal qualities which will affect their choice of occupations and their chance of acceptance in an occupational field.

i. demonstrate ability to make adjustments in career plans necessitated by environmental changes.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group A. Self Understanding (in relation to others and the environment).

Concept 16. Leisure and avocational pursuits can complement one's work as a means of self expression.*

Primary

Intermediate

INTRODUCING this concept in grades 4, 5/6 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. become involved in various school and community activities and hobbies as a means of testing their interests and aptitudes.

b. find satisfaction in various accomplishments in and out of school.

* Also in group C.

Middle or Junior High School

DEVELOPING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. identify several environmental influences which may affect their career choices, including peers, family, other significant adults, community, geography, and economic conditions.

b. recognize that environmental changes may affect the attainment of future career goals.

c. identify their interests, abilities, needs, values, traits, and physical assets or limitations.

d. recognize that career choices are based, in part, on individual interests, abilities, needs, values, traits, and physical assets or limitations.

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a. evaluate and compare career expectations others have for them with their own career expectations.

b. recognize and accept that their career choice may be influenced by job opportunities in their geographical area.

c. recognize that their choice of environment in which to live and/or work will have an impact on their choice of careers.

d. recognize that their individual abilities will determine, in part, their level of attainment in a chosen career field.

e. demonstrate familiarity with the supply and demand for workers in occupational areas under consideration.

f. demonstrate familiarity with working conditions related to occupations under consideration.

g. demonstrate familiarity with requirements of occupations under consideration, such as abilities, interests, temperments, physical demands and training.

h. identify personal qualities which will affect their choice of occupations and their chance of acceptance in an occupational field.

i. demonstrate ability to make adjustments in career plans necessitated by environmental changes.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

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b. find satisfaction in various accomplishments in and out of school.

* Also in group C.

Middle or
Junior High School

DEVELOPING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize the relationships between activities they have enjoyed and the development of tentative career objectives.

b. recognize that interests and skills developed in leisure time activities may affect occupational choice.

c. continue exploration of various leisure activities along with exploration of possible occupations.

d. develop attitudes and interpersonal skills through leisure activities which will help them succeed in their chosen occupation.

e. observe that some individuals gain more satisfaction and recognition from their leisure pursuits than from their occupations.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

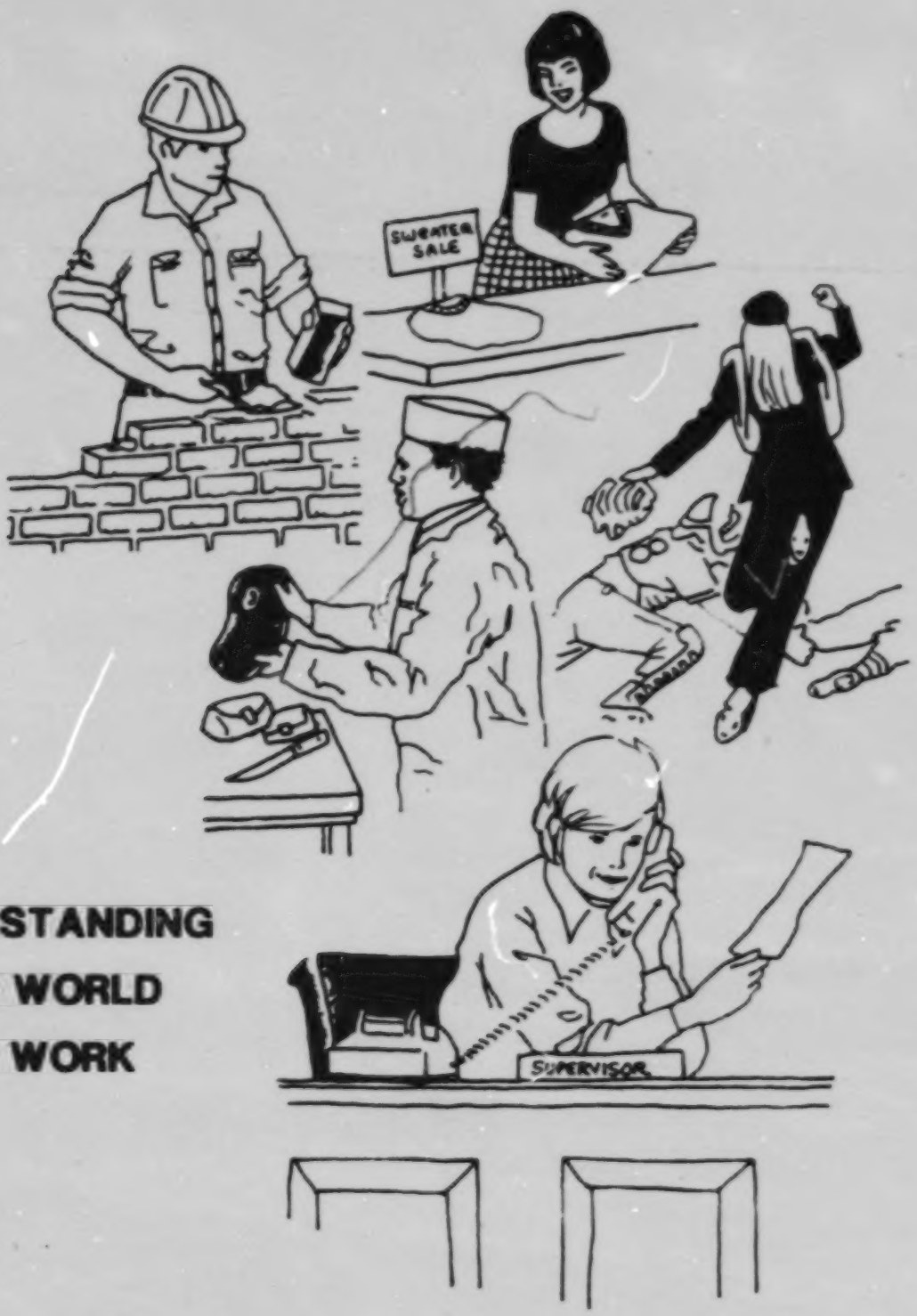
Students should be able to:

a. note that leisure time activities can often meet needs not met in one's occupation.

b. note that individuals become involved in leisure time activities as a "change of pace" from their employment.

c. recognize the need for a balance between work and leisure activities.

d. plan and prepare for fulfilling use of leisure time as well as for paid employment.



UNDERSTANDING THE WORLD OF WORK

Group B

UNDERSTANDING THE WORLD OF WORK

Concepts related primarily to understanding the world of work that can be introduced in K-3, developed in 4-6, and emphasized in 7-12:

4. Occupations exist for a purpose.

5. There is a wide variety of occupations.

6. Occupations may be classified in several ways such as by industry or by tasks and/or services performed.

7. Work means different things to different people. *

Concepts related primarily to understanding the world of work that can be introduced in 4-6, developed in 7-9, and emphasized in 10-12:

10. Job specialization creates interdependency.

11. Various groups and institutions influence the nature and structure of work.

12. Occupations and life styles are often interrelated. **

* Also related to self understanding.
** Also related to exploration, decision making, and planning.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group B. Understanding the World of Work.

Concept 4. Occupations exist for a purpose.

Primary

INTRODUCING this concept in grades K-3 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. observe that occupations exist to provide services and produce goods.

b. recognize occupations required to provide food, clothing, and shelter.

c. recognize occupations required to provide needed community services.

d. recognize occupations required to operate their school.

Intermediate

DEVELOPING this concept in grades 4, 5/6 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. expand their knowledge of societal needs and how they are met by people in various occupations.

b. observe that many occupations contribute to an end product or service.

c. recognize contributions various occupations have made to the advancement of society.

Middle or
Junior High School

EMPHASIZING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. understand how occupations develop and exist to satisfy the needs of society and contribute to the advancement of society.

b. demonstrate positive attitudes toward certain occupations and explain their usefulness to society.

c. understand how people can satisfy personal and societal needs as well as material and financial needs through their work.

d. give some examples of the purposes for which occupations of interest to them were established.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. evaluate the significance of various occupations to individuals, their families, and society.

b. become fully aware of the societal needs that are met by occupations of interest to them.

c. understand how societal and technological changes can create, modify, and eliminate occupations.

d. understand that the benefits of technology include the ability to produce new, more, and better goods and services.

e. understand the price of technological change includes rapid obsolescence of job skills, facilities, and equipment.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group B. Understanding the World of Work.

Concept 5. There is a wide variety of occupations.

Primary

INTRODUCING this concept in grades K-3 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize a number of occupations required to operate their homes, schools, and communities.

b. recognize a variety of occupations required to provide food, clothing, and shelter.

Intermediate

DEVELOPING this concept in grades 4, 5/6 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. identify an increasing number of occupations.

b. identify an increasing variety of occupations.

c. observe an increasing number of men and women in "non-traditional" work.

d. observe an increasing number of minority men and women achieving high positions in a larger variety of fields of endeavor.

Middle or
Junior High School

EMPHASIZING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. demonstrate familiarity with an increasing number of occupations.

b. demonstrate familiarity with an increasing variety of occupations.

c. demonstrate an awareness of various levels of work within various occupational fields.

d. recognize a variety of occupational options related to their personal attributes.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize that the variety of occupations is continually changing in response to social, technological, and political change.

b. demonstrate an awareness of a broad range of occupational opportunities available to them.

c. understand how careers usually develop within occupational clusters.

d. give fairly detailed descriptions of several occupations which relate to their personal attributes and qualifications.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group B. Understanding the World of Work.

Concept 6. Occupations may be classified in several ways, such as by industry, or by tasks and/or services performed.

Primary

INTRODUCING this concept in grades K-3 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. demonstrate familiarity with occupations related to maintaining a home and family.

b. demonstrate familiarity with occupations related to operating a school.

c. demonstrate familiarity with occupations related to maintaining a community.

Intermediate

DEVELOPING this concept in grades 4, 5/6 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. tell the difference between those who produce goods and those who provide services.

b. broaden their awareness of occupations involved in the production of goods.

c. broaden their awareness of occupations involved in the provision of services.

d. broaden their awareness of occupations involved in receiving, processing, and disseminating information.

Middle or
Junior High School

EMPHASIZING this concept in grade 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. demonstrate an awareness of different ways in which occupations relate to each other and an ability to classify occupations in different ways.

b. demonstrate familiarity with the DOT (Dictionary of Occupational Titles) and its various classifications, such as by preference for working with people, data, or things.

c. demonstrate familiarity with the various categories of jobs as organized in the Occupational Outlook Handbook.

d. demonstrate familiarity with USOE's fifteen job clusters and several jobs in each group.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. demonstrate knowledge of several jobs within businesses, industries, or institutions of greatest interest to them.

b. demonstrate knowledge of several jobs within the classification of their individual preference of working primarily with people, data, or things.

c. group occupations by general salary ranges.

d. demonstrate knowledge of several jobs related to their personal interests, abilities, traits, needs, and values.

e. identify basic areas of employment in our economic system such as in large business concerns, small business concerns, self-employment, and federal, state, and local government.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group B. Understanding the World of Work.

Concept 7. Work means different things to different people. *

Primary

INTRODUCING this concept in grades K-3 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. develop an understanding of the concept of "work", and identify work roles at home and at school.

b. recognize the importance of work in the lives of people they know.

c. recognize the importance of work in their community.

d. recognize that work can provide both personal and financial rewards.

Intermediate

DEVELOPING this concept in grades 4, 5/6 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. demonstrate an understanding and appreciation for the importance of work in the lives of all individuals, as a source of satisfaction and feeling of worth, and as a possible means of self expression.

b. recognize that paid or unpaid work results in benefits to oneself and to others.

c. demonstrate a desire to work for personal satisfaction and independence.

d. demonstrate concern for the quality of their work, in or out of school.

e. recognize that most work provides an income with which to support oneself and one's family.

f. demonstrate an understanding of wages and prices paid for goods and services.

g. recognize that much work is done without pay, such as community service work and work in the home.

h. observe that different people perceive the status of various careers differently.

* Also in group A.

Middle or Junior High School

EMPHASIZING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize the need to experience personal satisfaction from accomplishments.

b. recognize that attitudes toward work are formed from various sources, such as family socio-economic level and background, sex, level of education and maturity, work experience, peer group attitudes, and attitudes of one's culture.

c. demonstrate a positive attitude toward all individuals working and enjoying the fruits of their labor, regardless of sex, race, religion, or socio-economic status.

d. recognize the consequences of not working.

e. recognize that, for some, work is primarily a means to earn money to enjoy life off the job.

f. recognize that, for some, work may be the most absorbing and rewarding part of their lives.

g. observe that it takes resources such as labor and materials to produce goods and services.

h. identify working conditions related to various careers, such as time requirements, duties, responsibilities, physical conditions, etc.

i. recognize that leisure activities can complement one's work as a means of self expression.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize that working is a basic human need.

b. recognize that, for some, work can be their greatest source of personal satisfaction.

c. understand how people can satisfy personal and social needs as well as material and financial needs through their work.

d. recognize that one's occupation may influence leisure activities and life styles.

e. recognize that different kinds of work appeal to different kinds of people.

f. recognize that various kinds of work require different kinds of interests, abilities, temperments, physical demands, working conditions, and training.

g. identify various mental, emotional, social, and stress factors related to various occupations.

h. recognize that job characteristics such as hours, environment, co-workers, benefits, location, advancement opportunities, and pay all play an important role in career selection in relation to individual needs and values.

i. identify and evaluate non-financial rewards related to careers.

j. demonstrate a positive attitude toward putting in a day's work for a day's pay.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group B. Understanding the World of Work.

Concept 10. Job specialization creates interdependency.

Primary	Intermediate
	INTRODUCING this concept in grades 4, 5/6 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES. Students should be able to: a. recognize that people must depend on other individuals, businesses, and communities for their basic needs such as food, clothing, shelter, health care and education. b. demonstrate an understanding that specialization of labor can allow individuals to work at whatever they can do best. c. demonstrate an understanding of how people doing separate and different tasks at which they have expertise can create interdependence in society. d. note the different work roles of those involved in operating their school. e. note how each worker in the school is affected by how well the other workers perform their tasks.

Middle or Junior High School

DEVELOPING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. demonstrate an understanding of how continuing scientific and technological advances have created work specialization.

b. demonstrate an understanding of how specialization of occupations has created interdependency of workers.

c. describe how workers in business, industry, and institutional settings perform interrelated tasks.

d. recognize the need for workers to know how specific tasks relate to finished products or services.

e. describe their parents' work and how they are affected by how well their fellow workers perform related tasks.

f. discuss the need for cooperation among workers due to their interdependence.

g. recognize that cooperation is necessary for work effectiveness, in or out of school.

h. practice working cooperatively with others in school projects, extra-curricular activities, or part-time jobs.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize that jobs are coordinated in the production of goods and the provision of services.

b. note how the occupations they are seriously considering relate to other occupations.

c. note the degree of specialization involved in the occupations they are seriously considering.

d. note how the occupations under consideration contribute to a product or service as a whole.

e. identify worker responsibilities in occupations under consideration and the responsibilities of other workers in performing related tasks.

f. note how job specialization causes increased worker vulnerability to job obsolescence due to technological and scientific change.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group B. Understanding the World of Work.

Concept 11. Various groups and institutions influence the nature and structure of work.

Primary

Intermediate

INTRODUCING this concept in grades 4, 5/6 through learning activities in guidance and instructional programs should result in the following kinds of LEAPNER OUTCOMES.

Students should be able to:

a. demonstrate awareness that child labor laws were passed to protect them from abuse.

b. demonstrate knowledge of safety regulations that protect them from various hazards while on field trips.

c. demonstrate knowledge of safety regulations that protect workers from various occupational hazards.

d. identify some of the goals of the American economic system such as equality of opportunity and freedom of occupational choice, and the ability to achieve rewards commensurate with efforts.

e. demonstrate an understanding of how societal and technological changes can create, modify, or eliminate occupations.

Middle or Junior High School

DEVELOPING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. identify several groups and institutions that influence the nature and structure of work.

b. demonstrate an awareness that trade and professional organizations provide services designed to help employees meet problems in their occupational field.

c. demonstrate an awareness that certain occupations have licensing requirements.

d. demonstrate an awareness that certain unions and professions restrict the number of new members.

e. demonstrate an awareness that working conditions are often controlled by union regulations and/or legislation.

f. recognize that certain ethical practices are respected in the world of employment.

g. demonstrate an awareness of the accelerating reductions in occupational stereotyping by sex, race, or ethic background.

h. recognize that some members of society are unable to provide income for themselves and that our society has accepted the responsibility for supporting some people such as orphans and the aged.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. demonstrate an understanding of the impacts certain economic, social, psychological, and political factors have on the nature and structure of the world of work.

b. demonstrate an awareness of basic economic principles such as profit and loss, productivity, and supply and demand.

c. demonstrate an understanding of the role of government in influencing the nature and structure of work.

d. demonstrate knowledge of various laws that protect the rights of workers, children, and others in the work world.

e. demonstrate knowledge concerning regulations governing occupations in which they are seriously interested.

f. demonstrate an understanding of the roles of labor unions, professional organizations, and other job related organizations.

g. demonstrate knowledge of how changing needs and public demands for various products or services could affect occupations they are considering.

h. describe how the need for a balanced ecology might affect the future of occupations they are considering.

i. describe typical worker benefits in occupations under serious consideration such as hospitalization and life insurance, retirement plans, and incentive programs if they remain with the same employer for a period of years.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group B. Understanding the World of Work.

Concept 12. Occupations and life styles are often interrelated. *

Primary	Intermediate
	INTRODUCING this concept in grades 4, 5/6 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES. Students should be able to: a. recognize various factors that determine one's life style, such as one's income, culture, value system, and occupation. b. observe the life styles of various people in their communities and beyond. c. differentiate people according to their occupations, income, and values.

* Also in group C.

Middle or
Junior High School

DEVELOPING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. identify factors which may influence one's life style.

b. observe how occupations may (but not necessarily) influence life style.

c. observe how one's occupations may (but not necessarily) determine friends, avocations, and status in the community.

d. observe how other factors such as one's values, avocational interests, and abilities can influence life style.

e. project how changes in technology could affect one's work and life style.

f. demonstrate an understanding of the relationship between income and life style.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize that certain occupations encourage certain social and economic expectations.

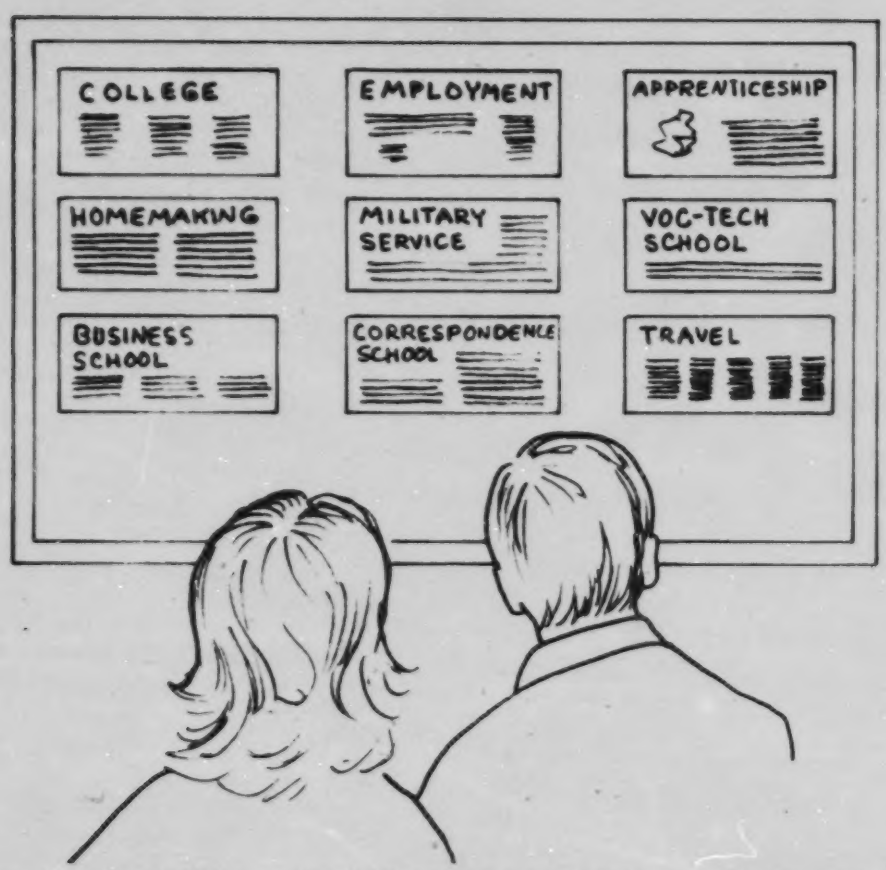
b. recognize that their preferred life style may influence their choice of occupations.

c. estimate the income required to maintain their preferred life style.

d. identify what motivates them and the degree of effort they are willing to expend toward achieving various objectives.

e. identify career related factors which may have an impact on their personal life styles.

f. observe the "typical" life style of people in occupations of interest to them.



CAREER EXPLORATION, DECISION MAKING, AND PLANNING

CAREER PREPARATION AND PLACEMENT

Group C

CAREER EXPLORATION, DECISION MAKING, AND PLANNING

Concept related primarily to career exploration, decision making, and planning that can be introduced in K-3, developed in 4-6, and emphasized in 7-12:

8. Education and work are often interrelated. *

Concepts related primarily to career exploration, decision making, and planning that can be introduced in 4-6, developed in 7-9, and emphasized in 10-12:

12. Occupations and life styles are often interrelated. **

13. Environment and individual potential interact to influence career development. ***

14. Career development requires a continuous and sequential series of choices.

15. Occupational supply and demand have an impact on career planning.

16. Leisure and avocational pursuits can complement one's work as a means of self expression. ***

Concepts related primarily to career exploration, decision making, and planning that can be introduced in 7-9 and emphasized in 10-12:

18. Individuals are responsible for their career planning.

19. Exploration of occupations provides information on which to base vocational and educational decisions.

22. Individuals and job characteristics must be flexible in a changing society. *

* Also related to preparation and placement.
** Also related to understanding the world of work.
*** Also related to self understanding.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group C. Career Exploration, Decision Making, and Planning.

Concept 8. Education and work are often interrelated. *

Primary

INTRODUCING this concept in grades K-3 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize how what they are learning is used in various occupations and leisure pursuits.

b. recognize that different occupations require different skills.

Intermediate

DEVELOPING this concept in grades 4, 5/6 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize that mastery of the basic skills (the 3 Rs) will some day enhance their general employability.

b. recognize the need for good grammar and spelling in order to communicate effectively with others.

c. recognize that most school subjects have both leisure time and employment implications.

d. recognize that habits developed in school such as promptness, dependability, neatness, and courtesy have employment implications.

* Also in group D.

Middle or Junior High School

EMPHASIZING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. relate certain school subjects or knowledge to certain occupations.

b. recognize the importance of communication skills such as reading, writing, listening, and speaking in most occupations.

c. recognize that different occupations require different degrees and types of education.

d. identify jobs requiring similar skills.

e. identify senior high school preparation programs related to occupational clusters of interest to them.

f. recognize the need to plan one's education in order to attain career objectives.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. demonstrate knowledge of how occupational requirements influence educational programs, and how licensing requirements often dictate training programs.

b. recognize that continuing education will enhance their career development.

c. describe qualifications required to obtain employment and advance in occupations of interest to them.

d. demonstrate knowledge of whether or not occupations under consideration will require or provide additional training.

e. identify occupations related to their best liked school subjects.

f. identify skills they possess which are saleable in the job market.

g. identify part-time jobs requiring each of their respective skills.

h. demonstrate an awareness of the relative costs and time required for preparation for occupations of interest to them.

i. recognize that job obsolescence often requires retraining for new jobs.

j. recognize that technological change often requires retraining to hold jobs.

k. identify learning experiences they have had in school and/or community which will enhance their ability to follow a preferred career path.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group C. Career Exploration, Decision Making, and Planning.

Concept 12. Occupations and life styles are often interrelated. *

Primary	Intermediate
	INTRODUCING this concept in grades 4, 5/6 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES. Students should be able to: a. recognize various factors that determine one's life style, such as one's income, culture, value system, and occupation. b. observe the life styles of various people in their communities and beyond. c. differentiate people according to their occupations, income, and values.

* Also in group B.

Middle or Junior High School

DEVELOPING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. identify factors which may influence one's life style.

b. observe how occupations may (but not necessarily) influence life style.

c. observe how one's occupations may (but not necessarily) determine friends, avocations, and status in the community.

d. observe how other factors such as one's values, avocational interests, and abilities can influence life style.

e. project how changes in technology could affect one's work and life style.

f. demonstrate an understanding of the relationship between income and life style.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize that certain occupations encourage certain social and economic expectations.

b. recognize that their preferred life style may influence their choice of occupations.

c. estimate the income required to maintain their preferred life style.

d. identify what motivates them and the degree of effort they are willing to expend toward achieving various objectives.

e. identify career related factors which may have an impact on their personal life styles.

f. observe the "typical" life style of people in occupations of interest to them.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group C. Career Exploration, Decision Making, and Planning.

Concept 13. Environment and individual potential interact to influence career development. *

Primary	Intermediate
	INTRODUCING this concept in grades 4, 5/6 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES. Students should be able to: a. observe some of the many environmental elements which may affect their career development such as the natural resources in their geographical area. b. note some of their own assets and limitations.

* Also in group A.

Middle or Junior High School

DEVELOPING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. identify several environmental influences which may affect their career choices, including peers, family, other significant adults, community, geography, and economic conditions.

b. recognize that environmental changes may affect the attainment of future career goals.

c. identify their interests, abilities, needs, values, traits, and physical assets or limitations.

d. recognize that career choices are based, in part, on individual interests, abilities, needs, values, traits, and physical assets or limitations.

e. relate their individual potentials to environmental factors in making choices.

f. assess their potential for success at various levels in occupational fields available to them.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. evaluate and compare career expectations others have for them with their own career expectations.

b. recognize and accept that their career choice may be influenced by job opportunities in their geographical area.

c. recognize that their choice of environment in which to live and/or work will have an impact on their choice of careers.

d. recognize that their individual abilities will determine, in part, their level of attainment in a chosen career field.

e. demonstrate familiarity with the supply and demand for workers in occupational areas under consideration.

f. demonstrate familiarity with working conditions related to occupations under consideration.

g. demonstrate familiarity with requirements of occupations under consideration, such as abilities, interests, temperments, physical demands and training.

h. identify personal characteristics which will affect their choice of occupations and their chance of acceptance in an occupational field.

i. demonstrate ability to make adjustments in career plans necessitated by environmental changes.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group C. Career Exploration, Decision Making, and Planning.

Concept 14. Career development requires a continuous and sequential series of choices.

Primary	Intermediate
	INTRODUCING this concept in grades 4, 5/6 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES. Students should be able to: a. understand that every choice has a consequence and that not choosing will not avoid a consequence. b. recognize that current use of time and energy in various activities will influence available alternatives in the future. c. understand that their career development will be a life long process. d. understand that individuals must consider many variables as they move through their developmental phases.

Middle or
Junior High School

DEVELOPING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize that occupational information comes from many sources within and outside the school setting.

b. gain knowledge of educational and vocational information resources and how to use them.

c. demonstrate knowledge of the components of the decision-making process.

d. demonstrate an understanding of the need for careful planning of high school programs in light of tentative career plans.

e. recognize that careful educational planning may shorten required training time for employment.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. identify and systematically utilize sources of occupational information.

b. identify and comprehend factors which may affect their career decisions.

c. recognize that each decision one makes has important implications for future decisions.

d. recognize that educational decisions may have an important impact on future career opportunities.

e. demonstrate an awareness that most occupations offer a series of advancement opportunities.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group C. Career Exploration, Decision Making, and Planning.

Concept 15. Occupational supply and demand have an impact on career planning.

Primary	Intermediate
	INTRODUCING this concept in grades 4, 5/6 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES. Students should be able to: a. demonstrate an understanding that the demand for workers is expected to increase in some occupations, decrease in some, and stay about the same for the next few years in others. b. demonstrate an awareness of the influence changing societal needs has on the demand for workers in various occupations. c. demonstrate an awareness of the influence a reduction of raw materials has on the demand for workers in certain occupations.

Middle or
Junior High School

DEVELOPING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. demonstrate an awareness of employment trends in several general areas.

b. recognize that a supply of trained workers is dependent upon educational programs.

c. note how educational programs are developed to meet the demand for trained workers.

d. demonstrate an awareness of the impact various social, economic, and technological changes have on the job market.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize that technological changes may affect employment opportunities and task requirements of various occupations.

b. note how job opportunities are stimulated or retarded by government, seasons, economic cycles, changing roles of men and women, and demand for products or services.

c. identify sources of information about existing employment opportunities and projected future demands for workers in job clusters and/or specific occupations.

d. become familiar with employment trends in occupations of interest to them, and plan accordingly.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group C. Career Exploration, Decision Making, and Planning.

Concept 16. Leisure and avocational pursuits can complement one's work as a means of self expression.

Primary	Intermediate
	INTRODUCING this concept in grades 4, 5/6 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES. Students should be able to: a. become involved in various school and community activities and hobbies as a means of testing their interests and aptitudes. b. find satisfaction in various accomplishments in and out of school.

* Also in group A.

Middle or
Junior High School

DEVELOPING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize the relationships between activities they have enjoyed and the development of tentative career objectives.

b. recognize that interests and skills developed in leisure time activities may affect occupational choice.

c. continue exploration of various leisure activities along with exploration of possible occupations.

d. develop attitudes and interpersonal skills through leisure activities which will help them succeed in their chosen occupation.

e. observe that some individuals gain more satisfaction and recognition from their leisure pursuits than from their occupations.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

The student should be able to:

a. note that leisure time activities can often meet needs not met in one's occupation.

b. note that many individuals become involved in leisure time activities as a "change of pace" from their employment.

c. recognize the need for a balance between work and leisure activities.

d. plan and prepare for fulfilling use of leisure time as well as for paid employment.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group C. Career Exploration, Decision Making, and Planning.

Concept 18. Individuals are responsible for their career planning.

Middle or Junior High School

INTRODUCING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. develop a desire to plan and prepare for an economically independent, meaningful, and satisfying life.

b. identify sources of career guidance and counseling both within and outside the school setting.

c. recognize the need to develop a flexible career plan which incorporates personal and social priorities.

d. recognize the desirability of establishing alternative career plans.

e. establish tentative career objectives based on knowledge of self and available opportunities.

f. consider tentative career objectives when making educational plans.

g. recognize the relationship between school courses and the world outside of school.

h. recognize that they may find it necessary and/or desirable to change their occupations during their careers.

i. recognize the importance of planning and preparing for leisure and avocational pursuits as well as for for a vocation.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. assume responsibility for their own career planning.

b. become familiar with sources of information concerning self and available career opportunities.

c. develop information gathering skills and base career plans on accurate and pertinate information.

d. exercise their personal freedom of occupational choice.

e. recognize the influence and expectations of family, peers, and others.

f. identify sources of information concerning available education and training for occupations of interest to them.

g. establish and pursue vocational and related educational plans.

h. modify their career plans in relation to new information and changing societal needs.

i. recognize the relative importance of physical, intellectual, social, and emotional aspects of self in their career planning.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group C. Career Exploration, Decision Making, and Planning.

Concept 19. Exploration of occupations provides information on which to base vocational and educational decisions.

Middle or Junior High School

INTRODUCING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. develop a desire to explore and test their interests and aptitudes in a variety of occupations and leisure activities.

b. identify sources of information about careers.

c. identify a variety of occupational possibilities within various career fields.

d. begin to relate proven interests and abilities to occupations and leisure pursuits.

e. begin to become more realistic in their career aspirations.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. undertake self assessment concerning best liked subjects, preference for working primarily with people, data, or things, and best liked activities in or out of school.

b. develop more realistic self concepts concerning their interests, abilities, traits, needs, and values related to occupations explored.

c. develop more realistic perceptions of requirements of occupations explored concerning abilities, interests, temperments, training, and tasks performed.

d. demonstrate an awareness of the many resource materials and persons available as sources of information for career planning in school and community.

e. develop research skills in gathering accurate, pertinent information for career planning.

f. describe promotional paths and determine potential for advancement in careers of interest to them.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group C. Career Exploration, Decision Making, and Planning.

Concept 22. Individuals and job characteristics must be flexible in a changing society. *

Middle or Junior High School

INTRODUCING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. demonstrate an awareness of the impact of social and economic charge on the world of work.

b. recognize that jobs are modified, eliminated, or created by technological and societal changes.

c. recognize that job obsolescence requires retraining.

d. recognize that environmental changes require an ability to adjust.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize the need to be prepared to accept and adapt to change.

b. identify factors which influence social and economic change.

c. demonstrate an awareness of current social and economic trends.

d. recognize that job maintenance will require updating of skills.

e. recognize that job advancement requires additional training.

f. recognize that job advancement requires willingness to accept more responsibilities.

g. recognize that job advancement often requires personal adjustments.

* Also in group D.

Group D

CAREER PREPARATION AND PLACEMENT

Concept related primarily to career preparation and placement that can be introduced in K-3, developed in 4-6, and emphasized in 7-12:

8. Education and work are often interrelated. *

Concepts related primarily to career preparation and placement that can be introduced in 4-6, developed in 7-9, and emphasized in 10-12:

9. Individuals can learn to perform adequately in a variety of occupations.

17. Preparation for and success in paid or unpaid work provides motivation and self confidence in further endeavors.

Concepts related primarily to career preparation and placement that can be introduced in 7-9 and emphasized in 10-12:

20. Preparation for a cluster of occupations as well as an entry level job enhances one's adaptability in the job market.

21. There are identifiable attitudes and behaviors which can help one obtain and be successful on a job.

22. Individuals and job characteristics must be flexible in a changing society. *

* Also related to exploration, decision making, and planning.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group D. Career Preparation and Placement.

Concept 8. Education and work are often interrelated. *

Primary

INTRODUCING this concept in grades K-3 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize how what they are learning is used in various occupations and leisure pursuits.

b. recognize that different occupations require different skills.

Intermediate

DEVELOPING this concept in grades 4, 5/6 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize that mastery of the basic skills (the 3 Rs) will some day enhance their general employability.

b. recognize the need for good grammar and spelling in order to communicate effectively with others.

c. recognize that most school subjects have both leisure time and employment implications.

d. recognize that habits developed in school such as promptness, dependability, neatness, and courtesy have employment implications.

* Also in Group C

Middle or
Junior High School

EMPHASIZING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. relate certain school subjects or knowledge to certain occupations.

b. recognize the importance of communication skills such as reading, writing, listening, and speaking in most occupations.

c. recognize that different occupations require different degrees and types of education

d. identify jobs requiring similar skills.

e. identify senior high school preparation programs related to occupational clusters of interest to them.

f. recognize the need to plan one's education in order to attain career objectives.

Middle or
Junior High School

EMPHASIZING this concept in grades 9/10, 11, 12, through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. demonstrate knowledge of how occupational requirements influence educational programs, and how licensing requirements often dictate training programs.

b. recognize that continuing education will enhance their career development.

c. describe qualifications required to obtain employment and advance in occupations of interest to them.

d. demonstrate knowledge of whether or not occupations under consideration will require or provide additional training.

e. identify occupations related to their best liked school subjects.

f. identify skills they possess which are saleable in the job market.

g. identify part-time jobs requiring each of their respective skills.

h. recognize that job obsolescence often requires retraining for new jobs.

i. recognize that technological change often requires retraining to hold jobs.

j. identify learning experiences they have had in school and/or community which will enhance their ability to follow a preferred career path.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group D. Career Preparation and Placement.

Concept 9. Individuals can learn to perform adequately in a variety of occupations.

Primary

Intermediate

INTRODUCING this concept in grades 4, 5/6 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. note the many varied tasks they have learned to perform.

b. note the variety of tasks their classmates have learned to perform.

c. demonstrate a positive attitude toward learning.

Middle or
Junior High School

DEVELOPING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. note that individuals have assets and limitations which relate to job requirements.

b. note that most people have the potential to develop skills for a wide variety of occupations.

c. personally identify with an increasing variety of occupations.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. demonstrate an awareness of the wide range of opportunities in most career areas which can meet the needs of many types of individuals.

b. demonstrate familiarity with several occupations for which they could train and qualify within career clusters of interest to them.

c. gain experience in a variety of work situations.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group D. Career Preparation and Placement.

Concept 17. Preparation for and success in paid or unpaid work provides motivation and self confidence in further endeavors.

Primary	Intermediate
	INTRODUCING this concept in grades 4, 5/6 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES. Students should be able to: a. recognize personal success and success in others. b. recognize the satisfaction derived from accomplishing various tasks. c. recognize and communicate appreciation for each other's accomplishments.

Middle or Junior High School

DEVELOPING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES:

Students should be able to:

a. gain in self confidence and willingness to accept challenge in various learning activities.

b. develop a desire to try new activities and develop new skills.

c. test themselves in various simulated or actual adult roles in the world of work and leisure pursuits.

d. identify career interests and preferences through experiences in school and community.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. develop a desire to plan and prepare for an economically independent, meaningful, and satisfying life.

b. recognize their achievements and develop a desire to build on their past successes in new ventures.

c. elect school courses and seek out-of-school training and experience related to occupations under consideration.

d. demonstrate an awareness of the necessary steps toward finding employment opportunities and applying for a job.

e. write clear and accurate resumes and/or letters of applications, describing their backgrounds, abilities, and interests.

f. complete job application forms clearly and accurately.

g. sell their capabilities and assets in a job interview.

h. recognize that job satisfaction is increased when those factors which bring personal success (skills, attributes, relationships, wise management of time and other resources, etc.) are used effectively.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group D. Career Preparation and Placement

Concept 20. Preparation for a cluster of occupations as well as an entry level job enhances one's adaptability in the job market.

Middle or Junior High School

INTRODUCING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. identify similarities among jobs within the same job cluster.

b. demonstrate familiarity with the requirements for occupations within a cluster of occupations of interest to them.

c. demonstrate an awareness of the need for adaptability in a changing job market.

d. plan their preparation for a tentative choice of occupation and related occupations within the same cluster.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. identify and develop skills necessary for entry and advancement within a cluster of occupations of interest to them and/or the prerequisites for entry and success in postsecondary education of their choice.

b. elect high school courses related to tentative choice of occupations and related occupations.

c. develop interpersonal skills needed for working with others and/or providing services for others.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group D. Career Preparation and Placement.

Concept 21. There are identifiable attitudes and behaviors which can help one obtain and be successful on a job.

Middle or Junior High School

INTRODUCING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. develop good work habits such as being on time, meeting deadlines, carrying tasks through to completion, etc.

b. identify attitudes and behaviors which enhance their success in various school and community activities.

c. develop interpersonal skills through various activities, in and out of school.

d. develop leadership in areas of interest and abilities and ability to follow others in different situations.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. demonstrate an understanding of the interdependence of people and the need to communicate and work together.

b. identify attitudes and behavior patterns expected of them in various situations.

c. identify attitudes and behaviors which will help them obtain and advance on a job.

d. recognize that desirable employee-employer relationships require mutual respect and understanding.

e. respect the interests and values of others and participate as a cooperative, contributing members of various school and community groups.

f. gain experience in communicating with and working with others through participation in school and community activities.

g. gain experience in communicating with and working with others through participation in part-time paid or unpaid work.

LEARNER OUTCOMES RELATED TO CAREER DEVELOPMENT CONCEPTS

Group D. Career Preparation and Placement.

Concept 22. Individuals and job characteristics must be flexible in a changing society. *

Middle or Junior High School

INTRODUCING this concept in grades 6/7, 8/9 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. demonstrate an awareness of the impact of social and economic change on the world of work.

b. recognize that jobs are modified, eliminated, or created by technological and societal changes.

c. recognize that job obsolescence requires retraining.

d. recognize that environmental changes require an ability to adjust.

High School

EMPHASIZING this concept in grades 9/10, 11, 12 through learning activities in guidance and instructional programs should result in the following kinds of LEARNER OUTCOMES.

Students should be able to:

a. recognize the need to be prepared to accept and adapt to change.

b. identify factors which influence social and economic change.

c. demonstrate an awareness of current social and economic trends.

d. recognize that job maintenance will require updating of skills.

e. recognize that job advancement requires additional training.

f. recognize that job advancement requires willingness to accept more responsibilities.

g. recognize that job advancement often requires personal adjustments.

* Also in group C.

V

EXAMPLES OF LOCAL IMPLEMENTATION

EXAMPLE OF LOCAL IMPLEMENTATION

Group A. Self Understanding

Concept 1. An understanding and acceptance of self and others is important throughout life.

Specific learner outcomes in Grades 6/7, 8/9, any subject:

a. Students should be able to recognize the need for continuous self appraisal concerning abilities, interests, attitudes and values.

Activities	Resources	Evaluation
Students will complete self-evaluation of projects in areas such as art, home economics, and industrial education. Teachers will also evaluate projects to supplement the self evaluation.*	Instructor prepared evaluation sheets.	Completion of the evaluation sheet and evaluation of the project will be evidence that this has taken place.

*Also applicable to concepts 2 and 3.

EXAMPLE OF LOCAL IMPLEMENTATION

Group A. Self Understanding

Concept 3. Persons need to be recognized as having dignity and worth.

Specific learner outcome in Grade 3 Social Studies:

a. Students should be able to recognize their importance as individuals and as members of groups.

Activities	Resources	Evaluation
Deliberately ask one member of class to delay carrying out his/her assigned rotating classroom duty for a day. Then have class discuss the consequences and the importance of each individual doing his/her part.*	Teacher, students, and classroom facilities.	Observation of the positive change in children becoming more responsible and more aware of their importance as individuals and as members of their class.
Have children, as a group, make up a list of home responsibilities and discuss the consequences if they neglect to carry them out.*	Teachers, students, chalk board or overhead projector.	Observation of positive change in children becoming more responsible and more aware of their importance.

*Note: Also applicable to concept 10.

EXAMPLE OF LOCAL IMPLEMENTATION

Group A. Self Understanding

Concept 3. Persons need to be recognized as having dignity and worth.

Specific learner outcome in Greade 6/7, 8/9, Language Arts:

a. Students should be able tc identify ways in which personal unique interests and abilities can enhance personal dignity and worth.

Activities	Resources	Evaluation
Write an essay on one or all of these topics:* a. I accomplished something I never thought I could do... b. I met failure because I didn't believe in myself... c. One of my most embarrassing moments was...	Teachers, students, personal life experiences.	Essays will be evaluated on the organization and presentation of their life experiences as well as spelling, grammer, punctuation.

Specific learner outcome in Grades 6/7, 8/9 any subject area.

b. Students should be able to recognize and give credit for each other's achievements as a means of contributing to their feeling of worth.

Upon completing a "project," students will do a self evaluation of it, two other students will comment on its positive points, and the teacher will also evaluate it.*	Rating sheets prepared by instructor w/room for 4 raters' comments.	The completed evaluation sheet will verify that this has occured.

*Similar activities can be used in Grades 4-6 and 9-12.

EXAMPLE OF LOCAL IMPLEMENTATION

Group B. Understanding the World of Work

Concept 4. Occupations exist for a purpose.

Specific learner outcome in Grades K-1:

d. Students should be able to recognize occupations required to operate their school.

Activities	Resources	Evaluation
Have students take a tour of the school and seek out various workers, such as custodian, school cook, school nurse, principal, secretary. Discuss what their jobs are and what would happen if the jobs didn't get done.	Teacher, students, cooperation of school staff.	Observations during class discussion.

Specific learner outcomes for Grades 6/7, 8/9 social studies.

c. Students should be able to understand how people can satisfy personal and societal needs as well as material and financial needs through their work.

Take a product or service, (for instance a can of beans or an airplane trip) list all occupations needed to provide them. Compile salaries of workers involved. Discuss why the product or service cost a certain amount.	Teacher, students, chalkboard.	Observation and participation of students during this activity.

EXAMPLE OF LOCAL IMPLEMENTATION

Group B. Understanding the World of Work.

Concept 6. Occupations may be classified in several ways such as by industry or by tasks and/or services performed.

Specific learner outcomes in Grades 4, 5/6, Social Studies:

a. Students should be able to tell the difference between those occupations which produce goods and those which provice services.

Activities	Resources	Evaluation
Have students classify the main headings in the yellow pages of the telephone book as goods-producing or service occupations.*	Yellow pages of telephone directory.	Classifications will be evaluated for accuracy by students and teacher.
Use help wanted ads from newspapers as a means of classifying occupations.*	Newspapers.	Classifications will be evaluated for accuracy by students and teacher.

*Also applicable to concept 5.

EXAMPLE OF LOCAL IMPLEMENTATION

Group B. Understanding the World of Work.

Concept 10. Job specialization creates interdependency.

Specific learner outcome in grades 5 Social Studies:

a. Students should be able to recognize that people must depend on other individuals, businesses, and communities for their basic needs such as food, clothing, shelter health care, and education.

Activities	Resources	Evaluation
Have class make a display of all the workers (by occupation) and raw materials required to make their different kinds of shoes, including examples of where these people and materials are located.*	Geography texts and resource books, community resource people, bulletin boards and bulletin board material, students and teachers.	A pre and post-test to measure knowledge of the people, businesses, and communities involved in the production of a pair of shoes.

*Note: Also applicable to concept 4.

EXAMPLE OF LOCAL IMPLEMENTATION

Group C. Career Exploration, Decision Making, and Planning.

Concept 8. Education and work are often interrelated.

Specific learner outcome in grade 6, all subject areas:

c. Students should be able to recognize that most school subjects have both leisure time and employment implications.

Activities	Resources	Evaluation
As a part of the introduction to any school subject, discuss possible use of knowledge and skills to be taught in avocational or vocational pursuits.*	Teachers and community resource persons; students and parents.	Post measurement of ability of students to identify uses of subjects of interest to them in leisure activities or employment.

*Note: Also applicable to concept 16 and at all grade levels.

EXAMPLE OF LOCAL IMPLEMENTATION

Group C. Career Exploration, Decision Making, and Planning

Concept 12. Occupations and life styles are interrelated.

Specific learner outcomes Grades 6/7, 8/9 Social Studies:

a. Students should be able to identify factors which may influence one's life style.

Activities	Resources	Evaluation
Students will identify a hypothetical situation concerning an occupation of interest to them and/or one they know about and outline the job and family situation. List characteristics of the job which may adversely or positively affect one's way of life. Include various social and economic expectations.*	Class discussion or written theme.	Observation during discussion and/or review of written work.
Have students describe their preferred lifestyle and then relate this to its effect on various occupations of interest.*	Class discussion or written theme.	Observation during discussion and/or review of written work.

*Similar activities may be used in Grades 4-6 and 9-12.

EXAMPLE OF LOCAL IMPLEMENTATION

Group C. Career Exploration, Decision Making, and Planning

Concept 22. Job characteristics and individuals must be flexible in a changing society.

Specific learner outcome in Grades 10-12 Guidance/English:

d. Students should be able to recognize that job maintenance will require updating of skills.

Activities	Resources	Evaluation
Have a resource speaker talk on the need for training and retraining in various jobs.	Interested resource persons in the community who are willing to speak.	Presentations will be discussed by class members.
Have students survey want ads from three different time periods to compare employment opportunities and analyze which are new and are in high demand and which are no longer listed or are in low demand.	Help wanted ads from 1958, 1968, 1978, newspapers.	The students will be evaluated on the analysis of their findings.

Specific learner outcome in Grades 10-12 Guidance:

e. Students should be able to recognize that job advancement requires additional training.

Have a resource person speak on education and specialized training for today's changing job market.	Interested resource persons in the community who are willing to speak.	Presentations will be discussed by class members.

Specific learner outcome in Grades 10-12 English:

f. Students should be able to recognize that job advancement requires willingness to accept more responsibilities.

Have students prepare written or oral reports on interviews with employees in business, industry, labor, government or professions concerning their line of advancement and additional responsibilities at each level.	Interested persons in the community willing to be interviewed.	Reports will be evaluated.

EXAMPLE OF LOCAL IMPLEMENTATION

Group D. Career Preparation and Placement.

Concept 17. Preparation for and success in paid or unpaid work provides motivation and self confidence in further endeavors.

Specific learner outcome in grade 12 Distributive Education:

a. Students should be able to sell their capabilities and assets in a job interview.

Activities	Resources	Evaluation
Provide experience in interviewing for a job through role playing in D. E. class.*	Teachers, classmates, and personnel officers from local businesses.	Successful job interview for a real co-op job for senior year.
Provide opportunities to gain experience on various jobs required to operate school store.*	Teachers, student trainers, school store facilities, and customers.	Growth in skills, dependability, successful completion of sales or other tasks, and finally obtaining an out-of-school job.

*Note: Also applicable to concepts 9 and 21.

EXAMPLE OF LOCAL IMPLEMENTATION

Group D. Career Preparation and Placement

Concept 20. Preparation for a cluster of occupations as well as an entry level job enhances one's adaptability in the job market.

Specific learner outcome in Grades 9/10, 11, 12 Guidance/Vocational Education Classes:

a. Students should be able to identify and develop skills necessary for entry and advancement within a cluster of occupations of interest to them and/or the prerequisites for entry and success in post-secondary education of their choice.

Activities	Resources	Evaluation
Have students note transferable skills within seven related jobs in an occupational cluster of interest to them. Note other needed skills that would require additional training.	DOT, Occupational Outlook Handbook, and other occupational references as necessary.	Accuracy of transferable skills will be evaluated.

ADDITIONAL SAMPLE ACTIVITIES RELATED TO GROUP A. SELF UNDERSTANDING

Individuals can discuss what kinds of things they do that make them feel good about (a) themselves and (b) others.

Individuals can describe what jobs they do to earn money and how these jobs benefit other people.

Individuals may participate in taking inventories, standardized tests, etc. as one way to identify their interests and aptitudes.

Individuals may participate in values clarification group activities with a counselor or teacher.

Organizing an "I Am Great Day" or a "Child of the Week" activity emphasizes unique characteristics of all individuals in a positive manner.

Individuals can be asked to recall a time when someone made fun of them or made them feel bad about their personal characteristics. Then have them write down how it is "OK" to be different from others. Next have them recall a time when they made fun of others and how they would behave in the same situation again.

Materials that have narrow role expectations such as, "Girls will make cookies, while boys will assemble the block house." can lead to a discussion about how individuals can do what they like to do, ignoring old stereotyped expectations.

High school English assignments can include the writing of a fictional projected autobiography for the next 20 years, taking into account current tentative plans based on knowledge of self and job opportunities.

Parents, teachers, counselors, administrators, students, and persons from the community at large can form an advisory group to help plan appropriate career education activities dealing with self awareness and understanding in relation to others and the environment.

Parents, teachers, counselors, administrators, students, and persons from the community at large can organize an advisory group to help plan appropriate career education activities dealing with opportunities to help individuals acquire career decision making and planning skills based on an understanding of themselves and the world of work.

ADDITIONAL SAMPLE ACTIVITIES RELATED TO GROUP B. UNDERSTANDING THE WORLD OF WORK

Using employment ads from newspaper, students can become aware of the kinds of occupations available in particular communities.

Using USOE's 15 occupational clusters, students can classify the occupations of their parents and any others they can think of. Then they can reclassify them, using categories of whether they are primarily involved with people, data, things.

During each school year, secondary students can have opportunities to "shadow" three members of the community who agree to cooperate with this career education activity, on the job at their place of work. Students can develop their public speaking skills by giving a brief, organized oral reports to the class, informing classmates about the occupations observed, special training, skills or equipment necessary, and other kinds of jobs related to them.

Students will have opportunities to look through magazines and newspapers looking for picture of individuals in various occupations in which they might be interested to make a collage. Questions could be asked, "Are there more women or men shown in your collage?" "Which pictures show men and women in traditional and nontraditional occupations?" What does this say about the world of work? About advertisements?"

Kindergarten children learn that needs determine jobs as they tour their school building and listen and watch school employees describe and demonstrate their jobs.

Individuals can discuss how language, arts, science and math are used in their parents' or relatives' jobs.

Individuals can discuss jobs that are now obsolete and project kinds of jobs which will be developing in the near future and what kinds of jobs will still be available when they are ready to enter the labor market.

Set up a classroom assembly line and make something like clown faces. Each person does one task and one is supervisor.

A discussion of coffee and sugar shortages in recent years can serve as examples of price changes related to supply and demand. This might be articulated with a math unit on graphing of prices, wages, employment trends, etc.

Students can research ways in which ecological needs have made changes in industry, production, and occupations.

Individuals can contrast the lifestyles and work schedules of an office worker, a fire fighter, a store owner, a factory worker who works different shifts, a caterer, etc.

Parents, teachers, counselors, administrators, students, and persons from the community at large can organize an advisory group to help plan appropriate career education activities dealing with opportunities to increase their understanding of the world of work.

ADDITIONAL SAMPLE ACTIVITIES RELATED TO GROUP C. CAREER EXPLORATION, DECISION MAKING, AND PLANNING

Students can list personal strengths and cross check them with perceptions of their strengths by other persons.

Students can learn where to locate and how to use materials showing labor market information.

Individuals can identify what kinds of things give them "personal satisfaction" and locate descriptions of various jobs which match these areas of satisfaction.

Individuals can learn to recognize the steps in making decisions. They will be able to list the pros and cons of various decisions based on hypothetical situations. They will also learn the steps in the problem solving process.

Using government information bulletins, individuals can prepare oral reports concerning numbers of women in the work force, the kinds of jobs they are concentrated in and the discrepancies between men's and women's salaries, as one basis for career decisionmaking.

In conducting surveys of local community resources, some questions could be included to determine kinds and quantity of entry level occupations with various employers each year.

A career education advisory group can be formed, having representatives from other advisory groups, interested parents, and school staff.

Group counseling activities can be utilized for individuals to explore occupational interests and skills.

Curriculum revision committees can be selected and involved in suggesting learning activities which can be integrated with ongoing guidance and instructional programs.

Various community employers could provide inservice for school staff who in turn would relate their experiences to students.

ADDITIONAL SAMPLE ACTIVITIES RELATED TO GROUP D. CAREER PREPARATION AND PLACEMENT

Students can tentatively plan the school subjects that they will take during their high school years.

Using hypothetical "What if..." situations, individuals could become aware of the transferability of skills among some occupations.

Individuals can become aware of opportunities for financial aid by requesting information and application blanks from various post-secondary training programs.

Video or audio tapes can be made of individuals in simulated interview situations for playback.

Individuals can develop a resume and write letters of application in response to newspaper ads.

Students can visit the Job Service Office or talk with Job Service representatives in school to learn about services available.

Individuals can develop a list of acceptable reasons for tardiness and absence on the job and in school.

Individuals can describe what they think it means to "get along" with fellow workers, a supervisor, or employees they supervise.

Using WISC and WOIS, as available, individuals will compare various places where they can obtain the additional training they desire.

Resource speakers such as employers from the community and/or students who graduated 1-2 years ago and are currently employed or are in post-secondary institutions can give first-hand information

Pursuing various occupational information materials and newspaper, magazine and television advertisements, individuals can count the number of references, pictures, etc. of handicapped persons. Reasons for this severe lack of inclusion can then be discussed.

Parents, teachers, counselors, administrators, students and persons from the community at large can organize an advisory group to help plan appropriate career education activities dealing with opportunities for individuals to prepare for successful placement and progress in appropriate employment, further education or other post-secondary options of their choice.

Job Service will cooperate by providing the schools with employment practice for school youth.

APPENDIX

A. Listing of Local Career Education Curriculum Guides Based on State Guide.

B. Abstracts of Companion Documents.

C. State Study Committee for the Development of the Original 1971 Guide.

D. 1978 Revision Review Committee

Listing of Local Career Education Curriculum Guides Based on State Guide

For School Districts of Alma, Arkansaw, Colfax, Durand, and Pepin, WI	Career Education, 1972
Appleton Area Schools Appleton, WI	Career Education, 1975
Ashland Public Schools Ashland, WI	Career Education Guide, Roads to New Horizons, K-12, 1973
Ashland Public Schools Ashland, WI	K-5, Career Education, 1973
For Area "C" Schools Blair, WI	Career Education Guide, 1972
For the School Districts of Boyceville, Glenwood City, New Richmond, and Somerset, WI	K-12, Career Education Curriculum Guide, 1972
For the School Districts of Brillion, Hilbert, Reedsville, and Stockbridge, WI	Mobile Guidance Career Project, "Vocational Guidance on Wheels," 1971
Wisconsin Mobil Career Guidance CESA 4 Cumberland, WI	Focus on Career Development, 1971
CESA 5 Durand, WI	Career Education Workshop, July 31-August 11, 1972
CESA 6 Schools Bloomer, Greenwood, Gilman, Colby, Granton, and Fall Creek, WI	Career Education, (Mutuality of Planning Project), K-12, 1973
CESA 9 District Schools Green Bay, WI	A Suggested Guide for Integrating Career Development Concepts in Grades K-12, 1971
Durand Public Schools Durand, WI	Career Education: Curriculum Development Workshop, June 3-13, 1974
Eau Claire Public Schools Eau Claire, WI	Career Development Special Education, K-16, 1973
Eau Claire Public Schools Eau Claire, WI	Career Development Special Education, 7-12, 1973
Eau Claire Public Schools Eau Claire, WI	A Guide to Community Career Resources, 1972

Eau Claire Public Schools, Eau Claire, WI — A K-12 Career Development Guide, 1971, (Plus 17 1972 supplements, one for each grade K-6, and one for each discipline - 7-12.)

Memorial and North High Schools, Eau Claire, WI — Occupational Preparation, Course Description, 1971

Joint School District No. 1, Fond du Lac, WI — Career Education Curriculum, 1974

Joint School District No. 1, Fond du Lac, WI — Career Education Workshop, 1973

Fond du Lac Schools, Fond du Lac, WI — A Guide to Career Education, 1972

Franklin Public Schools, Franklin, WI — Elementary Career Education Classroom Activities, November, 1973

Franklin Public Schools, Franklin, WI — Career Education, Elementary Program Development Guide

Germantown, WI — Career Education

Joint District No. 1, Germantown, WI — Career Education, 1972.

Hamilton District Schools, Hamilton, WI — K-12, Career Guide, 1972

Joint School District No. 6, Kimberly, WI — Career Awareness-Self Awareness

Joint School District No. 6, Kimberly, WI — Career Awareness, Self Awareness - Teacher's Report of Successful Career Education Units of Instruction

Joint School District No. 6, Kimberly, WI — Career Education - Summer Workshop 1973

Western Wis. Technical Institute, La Crosse, WI — Career Education Resource Guide

Western Wis. Technical Institute, La Crosse, WI — High School Peers Counseling Peers, The Career Corps Program, World of Work and Leisure

La Farge Public Schools, La Farge, WI — Implementation of Career Education, La Farge Public Schools, Phase 1, 1972

Menomonee Falls Public Schools----------Career Education Guide, 1972
Menomonee Falls, WI

University of Wisconsin-Stout----------Career Education Curriculum Guide, 1972
Menomonie, WI

Mequon-Thiensville Jt. School----------Career Education Guide for Home Economics,
District #2, Mequon, WI 6-12, 1975

Mequon-Thiensville Jt. School----------Career Education Guide for Mathematics, 9-12,
District #2, Mequon, WI 1975

Mequon-Thiensville Jt. School----------Career Education Guide for the Middle Schools,
District #2, Mequon, WI 6-8, 1975

Mequon-Thiensville Jt. School----------Career Education Guide for the Primary Grades,
District #2, Mequon, WI K-2, 1975

Mequon-Thiensville Jt. School----------Career Education Guide for the Intermediate
District #2, Mequon, WI Grades, 3-5, 1975

Merrill Area Public Schools----------K-12 Career Education Curriculum Part I -
Merrill, WI Philosophy, Definition, Sequence, Elements,
Concepts, Goals, and Recommendations

Jefferson Elementary School----------Self - WOW - Career Planning Suggestions,
Merrill, WI Activities, and Guidelines for Students
and Staff, 1975

Merrill Elementary School----------Career Awareness, 1975
Merrill, WI

Merrill Junior High Schools----------Career Awareness, 1975
Merrill, WI

Merrill Senior High Schools----------Career Awareness, 1975
Merrill, WI

Mishicot Public Schools----------Your Future in Jobs
Mishicot, WI

Monona Public Schools----------Report of the 1972 Pre-Planning Workshop
Monona, WI for Career Education, 1974

Monona Public Schools----------Report of the 1973 Planning Workshop for
Monona, WI Career Education, (K-2), 1973

Muskego Public Schools----------Guide for Integrating Career Development
Muskego, WI into Curriculum, K-6, 1971

North Fond du Lac School Dist. #11------Career Education Workshop, June 1974
North Fond du Lac, WI

Oregon Consolidated Schools----------Career Development Guide, K-12, 1971, 1977
Oregon, WI

Oshkosh Area Public Schools---------- Career Education Inservice Model, June
Oshkosh, WI 1976

Oshkosh Area Public Schools---------- Career Development Guide, K-12, January
Oshkosh, WI 1973

Prescott, WI---------- Guidelines for the Implementation of Career Education Into the Curriculum of the Prescott School System, Grades K-6, 1972

Pulaski Public Schools---------- Suggested Means of Integrating Career
Pulaski, WI Development Concepts in Grades K-8, 1972

Prairie du Chien & West Grant Schools--- K-12, Career Education Curriculum Guide,
Prairie du Chien & Patch Grove, WI 1977

Racine, WI---------- Career Development Guidelines, Grades 7-9, 1972

Randolph, WI---------- Career Development Guide, K-12, 1972

Randolph Public Schools---------- Organization K-12 Guide
Randolph, WI

Reedsville Public Schools---------- Career Education Curriculum, 1972
Reedsville, WI

Reedsville Public Schools---------- Evaluation of Reedsville Career Education
Reedsville, WI Workshop, 1973

Rice Lake School District---------- Careers and Occupations
Rice Lake, WI

Rosendale-Brandon School District------- Self Awareness Plans, K-12, 1974
Rosendale, WI

Seymour Community Schools---------- Career Education, Grades 7 & 8, 1975
Seymour, WI (7 & 8 Career Cluster, Exploration Vocational Interdisciplinary Project)

Seymour Community Schools---------- Career Education Integration Guide, 1975
Seymour, WI

Joint School District No. 8---------- A Guide for Developmental Career Guidance,
Shawano, WI (K-9), 1969

Shawano, WI---------- A Guide to the Integration of Career Development Into Curriculum of Joint School District 8, June 1972

Lakeshore Technical Institute---------- K-14 Career Education Guide, 1972
Sheboygan, WI

Lakeshore Technical Institute---------- K-14 Career Education Multi-Media Catalogue
Sheboygan, WI

For Stevens Point Area---------- Career Education for Career Development, 1972
Stevens Point, WI

Tigerton Public Schools---------- Guide for Career Education, 1972
Tigerton, WI

Tomahawk Schools---------- Career Education Guide, 7-12, 1976
Tomahawk, WI Career Education Guide, K-6, 1977

Union Grove Graded School---------- Community Careers-Second Grade Activities, 1971
Union Grove, WI

Union Grove Area Schools---------- Curriculum Guide for Career Development, 1971
Union Grove, WI

Union Grove Area Schools---------- Curriculum Guide for Career Development, (Grades 6-8), 1972
Union Grove, WI

Watertown Public Schools---------- Career Education Guide, 1973
Watertown, WI

Waukesha, WI---------- Fourth Grade Career Education

Waupun Middle School---------- Career Education
Waupun, WI

Waupun Senior High School---------- Career Education
Waupun, WI

Waupun School District---------- Career Education Activities, K-3
Waupun, WI

For Wautoma Area---------- Career Education for Career Development, 1972
Wautoma, WI

Wisconsin School for Visually Handicapped---------- Career Education Curriculum for Resource Level Students, 1975
Janesville, WI

ABSTRACTS OF COMPANION PUBLICATIONS

The following companion publications will help schools and communities implement their local plans for career education.

The WISCONSIN CAREER EDUCATION NEEDS ASSESSMENT AND SURVEY OF RESOURCES HANDBOOK is a compilation of 21 instruments which were developed and used in the statewide career education needs assessment conducted in fall 1976. It includes a bank of items to be used in developing or revising career education needs assessment and evaluation instruments. It also describes how to modify the needs assessment instruments so they can be used as evaluation instruments. There are suggestions given for ways in which to summarize the data and guidelines for making decisions from the data. For more information, contact Robert S. Meyer, Supervisor for Career Education, Department of Public Instruction, 126 Langdon, Madison, WI 53702

A Kit of Career Education Assessment and Evaluation Instruments (AE Kit) has been developed by the Wisconsin Career Education (WCEC). The AE Kit contains eighteen assessment and evaluation instruments for the following categories: 1) assessing career education needs; 2) evaluating career education materials; 3) measuring career education processes; 4) measuring career education outcomes. Each of the instruments was developed by one of the seven schools in the WCEC to meet a specific need and then was reviewed and tested for transportability by the other consortium school districts. There are instruments for students, parents, school staff and community personnel, depending upon the kind of information appropriate to collect from each population. Accompanying each of the instruments is a cover sheet giving pertinent information about the instrument and instructions for its use. The AE Kit also includes a set of guidelines for developing and adapting additional instruments, materials on the need for and value of evaluation, processes for producing, selecting and using evaluation instruments, information published instruments used by the consortium, and suggestions for getting the most value from the Kit. For more information, contact Robert S. Meyer, Supervisor for Career Education, Department of Public Instruction, 126 Langdon, Madison, WI 53702.

THE WISCONSIN CAREER GUIDANCE MODEL is congruent with career education goals and programming and is consistent with tested guidance practices. The Model stands on a base of developmental tasks and learner readiness that can be used by any school discipline interested in developing an instructional program. One of the sections of this publication specifically addresses guidance and instructional program development which is entitled "Developing a Career Guidance Unit or Program." The Model emphasizes that a career guidance and education program can be directed toward the specific social role of work, but it must be established through self development. The objectives suggested for use in implementing the Career Guidance Model are grouped into five phases which progressively build upon one another. These phases are: I. Awareness of Self And Society, which stress knowing and being aware of aspects of self such as behavioral and attitudinal dimensions considered important for personal effectiveness; II. Awareness of Self-In-Society, which stresses how to relate knowledge of self and society to career planning; III. Individual Selection Orientation/Valuing during which worth is ascribed to particular aspects of self and society; IV. Social Planning, represents the integration of self awareness and social awareness in career planning; V. Action/Behavior, carrying out of the learning and planning which has taken place in the first four phases. The Career Guidance Resource Manual, Vol. No. 1, 1977-1978 publication is designed to accompany the Model. For more information, contact Don Severson, Supervisor Counseling and Guidance,

Pupil Services Section, Department of Public Instruction, 126 Langdon, Madison, WI 53702.

The Career Guidance Resource Manual, Vol. No. 1, 1977-78 is designed to accompany the Wisconsin Career Guidance Model. It contains more than 571 entries. Three broad sections within the Guide are: (1) Evaluation of Resource Materials, (2) Career Guidance Implementation Materials, (3) Career Guidance Needs Assessment and Evaluation Materials. Each entry is annotated regarding grade level, what kind of media it is and then related to the five phases of career guidance in the Career Guidance Model. For more information, contact Don Severson, Supervisor Counseling and Guidance, Pupil Services Section, Department of Public Instruction, 126 Langdon, Madison, WI 53702.

Wisconsin Occupational Information System (WOIS) is available from the Wisconsin Vocational Studies Center at the University of Wisconsin-Madison. It is available in both computer assisted and manual versions, and it provides infromation for student and staff use on: (1) Occupational Information, (2) College Information, (3) Training Information, (4) Scholarships and Financial Aids. For more information contact David Caulum at the UW-Madison, Madison, WI 53706.

ABSTRACT OF THE WISCONSIN STATE PLAN FOR CAREER EDUCATION

The purpose of the Wisconsin State Plan for Career Education is to provide a coordinated plan for the delivery of career education in Wisconsin. The delivery system includes: pre-schools; elementary and secondary schools; post-secondary schools including institutions within the Vocational, Technical & Adult Education System, the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities; home and family activities; community organizations such as civic/service/support groups; educational associations; and occupational organizations in business, industry, labor, professions and government agencies. The State Plan is divided into five volumes for easy use and each is described in a separate abstract below. The State Plan in not intended to be "plugged in" in its entirety in local communities. The autonomy of local schools and communities is recognized and preserved by providing directions and suggestions for developing local plans for career education which are specific for each local community's needs and resources. There are ten broad goals for career education in Wisconsin. Goals 1-7 have direct implications for career education at the local community level and complete flexibility is allowed for each community to identify the best ways to achieve these (or similar) goals. However, suggestions and guidelines are provided to assist local communities in their efforts. Goals 8,9, 19 are primarily concerned with the roles of state level groups and how they can provide direction and assistance to their local counterparts. Although career education is not mandated in Wisconsin, many school districts are already using career education strategies to ehhance their guidance and instructional programs. This state plan will help to coordinate efforts at both state and local levels.

ABSTRACTS OF VOLUMES IN WISCONSIN STATE PLAN FOR CAREER EDUCATION

Volume I, INTRODUCTION, of the Wisconsin State Plan for Career Education contains a definition of career education and Wisconsin's Position Statement on Career Education, and a section on collaborative activities of various school and community groups. It also shows how the plan builds upon the Career Education Model for Career Development and the Scope and Sequence Model for Career Development Concepts which are also the basis for the K-12

Guide for Integrating Career Education with Local Curriculum. It contains information about the Joint Executive Council for Career Education and the State Advisory Committee for Career Education. This volume also contains a section on the evidence of need for career education with supporting rationale from the statewide career education needs assessment conducted in the fall of 1976. It concludes with a list of ten broad goals for career education.

Volume II, STATE LEVEL PLANS, lists short and long range objectives, activities, resources and evaluation procedures for state level groups for goals 1-10. Objectives are included for specific groups which have representatives on the State Advisory Committee for Career Education or participated in one of the Reactor Workships in the 1977-78 project year. The STATE LEVEL PLANS include two kinds of plans. The first kind includes things that various groups have been doing for a long time to provide career education to individuals. Including them in the plan gets them "on the record", for greater visibility and coordination of efforts. The second kind of plans are efforts that are needed, but, up until now, have not been done in any coordinated manner. These efforts will be carried out seqentially depending on funding resources for staff, materials and participants. This volume also contains sections on Dissemination of the State Plan, Implementation and Administration of the State Plan, Budget Requirements, and Relationship to Other Wisconsin State Plans.

Volume III, GUIDELINES FOR LOCAL PLANS, is a "how to do it" book for local communities wishing to develop a local plan for career education. Realizing that the STATE LEVEL PLANS in Volume II are not applicable to local communities, it is suggested that they develop a local plan for career education taking into account their specific needs and resources. Volume III makes suggestions for project management, tells how to establish goals, short and long range plans, and identify local resources. There are also sections about providing career education opportunities for special populations and guidelines for eliminating sex, race and handicapped role stereotyping in career education activities and materials. The last four sections of the GUIDELINES parallel the last four sections of the STATE LEVEL PLANS on dissemination, implementation and administration, budget, and relationship to other local plans for education. In the budget section, there are tentative guidelines for applying for any money which becomes available for installing career education in local communities.

Volume IV, RESOURCES, contains summaries of major USOE funded projects in Wisconsin since 1970. It also covers key national and state sources of career education materials which are available upon request. The cornerstone of career education is the effective involvement and utilization of local resources in each community across the state. Therefore, considerable emphasis is placed on identifying and developing local resources specific to each community. Volume IV also contains lists of major career education activities, programs and materials, and local curriculum guides developed in Wisconsin communities.

Volume V, EVALUATION, contains sample instruments that can be adapted to measure the impacts of career education efforts on third, sixth, ninth, twelfth grade students, teachers, and counselors. There are also sample forms for evaluating an advisory committee and the contributions of civic/service/support and occupational groups and government agencies. References are made to other evaluation instruments and standardized tests which have been used in other career education projects.

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1978 REVISION REVIEW

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